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ABSTRACT

Manitoba's Frontier School Division hired 18 local native adults to work as school counselors to be trained for over 24 months in a Competency Based Training and Education Program. The program, based on individual and work needs, combined classroom and on-the-job training in a 5-step process: job description, task definition, knowledge and skill definition, training plan development, and evaluation. Materials for the program include the job description, which details the many job functions of each of nine areas of responsibility of school counselors: relationship building and teamwork, professional ethics, professional development, student developmental work, career education and counseling, counseling, resources and referrals, community school education, and administration. The program materials also use a task list and list of required knowledge and skills, based on the job functions. A proposed training plan is also provided, giving dates for on-the-job and classroom training for each of 12 learning modules and their related tasks. For each module, the program materials give the time, title, training dates, expected outcomes, and objectives, along with evaluation forms and information about conducting appraisal interviews. (SB)

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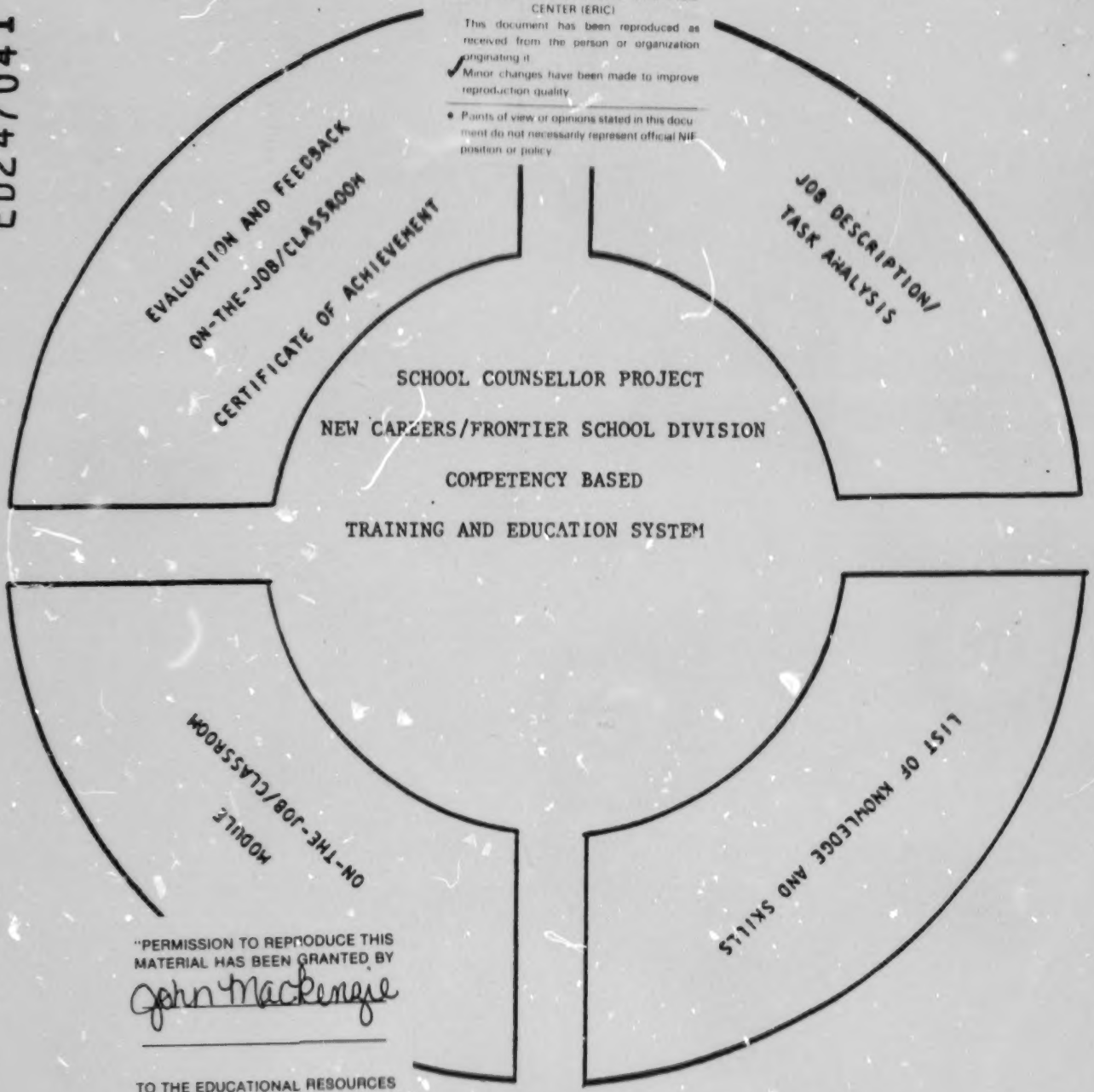


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# SCHOOL COUNSELLOR PROJECT COMPETENCY BASED TRAINING AND EDUCATION SYSTEM.

By

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September 1983

PREFACE

In September 1983, 18 local native adults were hired to work in their local schools as school counsellors. These adults were active in the school or working with youth in a variety of volunteer or part time employment position. They will be trained over a 24-month period - September 1983 - September 1984 in a New Careers Competency Based Training and Education Project. Everyone in the project (supervisor/school principals, counsellor-in-training and trainer, coordinating staff) has copies of the training plan. Therefore, everyone is clear about the learnings to be mastered. The flow chart on page 3 explains how the system works. The focus on androgogy group participative training is used in the classroom and androgogy is used with individuals for on-the-job training.

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## INTRODUCTION

The school counsellor is a staff member who works professionally with administrators, teachers, support personnel and parents, in order to facilitate the total development of the student. Although the counsellor has a responsibility to work with the failing student, the disruptive student, the potential dropout, the student with problems and difficulties, and the student in crisis, counselling emphasis should be placed upon prevention and development.

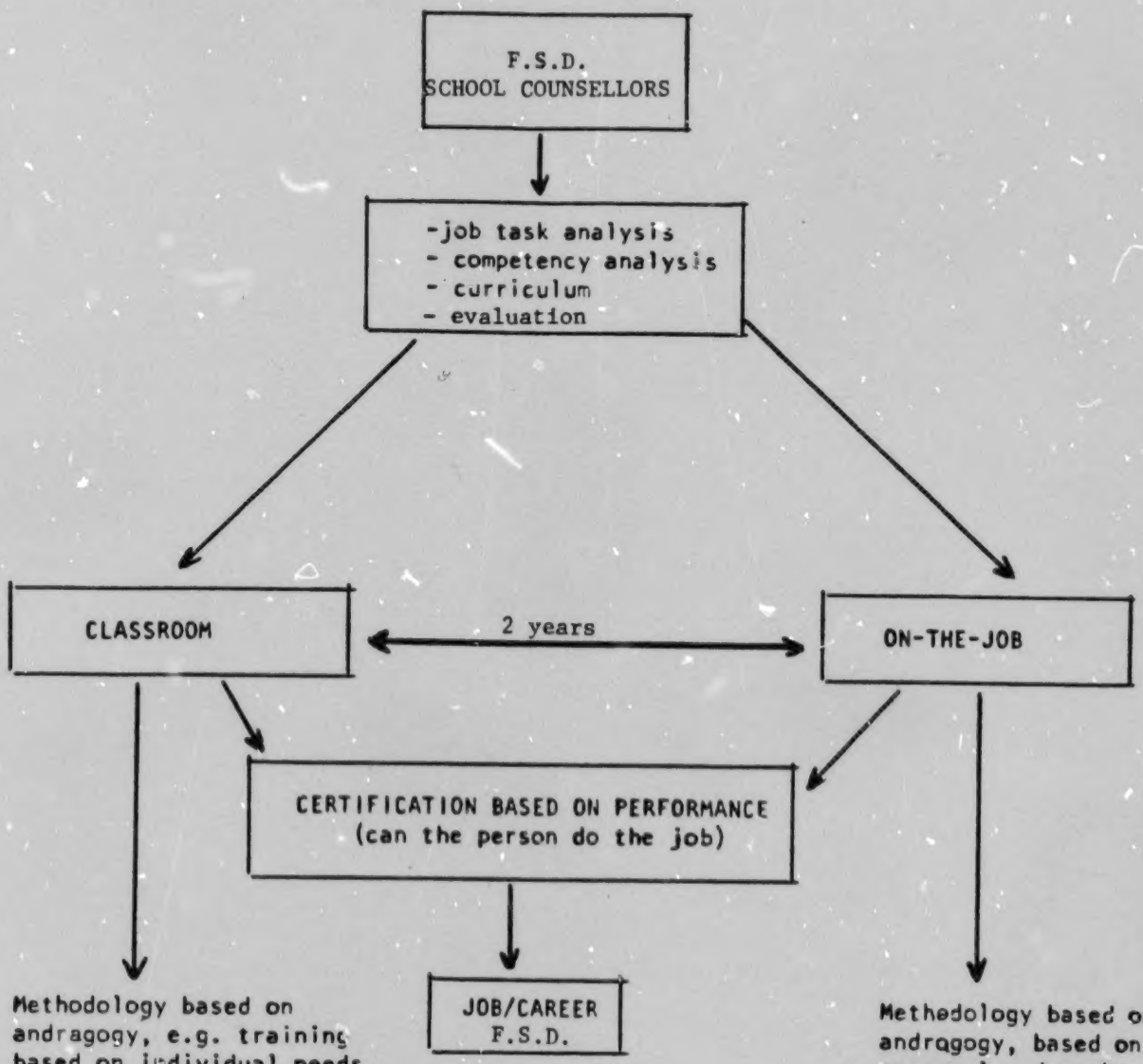
The school counsellor is a generalist in the sense of being widely available to the total school population and attempting to possess some knowledge of the total school program. He/she is a generalist in the sense of being acquainted with the complete scope of referral resources and knowing how these may be utilized by oneself or other staff members. The counsellor is a specialist in his/her specific knowledge of the students and his/her ability to relate effectively in individual and group situations. He/she is a specialist in the collation and interpretation of information about individual students and student populations, to the student, staff, to administrators, and to parents and uses appropriate resources to achieve this.

The school counsellor must at all times maintain a professional attitude and ethical conduct to facilitate harmonious and effective relationships with students, parents, or other school personnel. Although the counsellor is expected to promote school rules for student behavior, he or she is not the assigned disciplinarian in the school. Although the counsellor has a responsiblity to be assigned to work with chronically absent students, he or she is not responsible for monitoring attendance or acting as a truant officer. Although the counsellor should assist teachers to integrate career and cross-cultural educational concepts into classroom instruction, and to organize counsellor-related activities, he or she is not a substitute teacher. Although the counsellor provides liaison services between parents and the school, he or she is not a home-school co-ordinator. If the counsellor is to be effective it is vital that established lines of communication, ethical guidelines, and assigned responsibilities facilitate the development of counsellor-student trust, counsellor-staff consultation, and counsellor-parent co-operation. It is equally as important that this be managed so that the development of one relationship will not jeopardize another.

The job description and task list outline, respectively, general and specific job responsibilities. The competency to achieve this is to be done by classroom and on-the-job learning. Real opportunities need to be made available by the supervisor/trainer on the job so that competencies can be developed. This will require a supportive work environment where feedback is given regularly. Where a counsellor already exists on staff clarification of individual and mutual roles and responsibilities will be required. It is further expected that, by the end of the training period, the counsellor will be able to competently perform all tasks. The accomplishment of this goal is a joint responsibility of New Careers, Frontier School Division and the trainee. The importance of the direction, supervision, support, and guidance provided by the school, and the supervisor, towards the achievement of this goal cannot be overemphasized.

* Wrenn, C.G. The Counsellor In A Changing World, Washington, D.C.: American Personnel and Guidance Association, 1962, P. 143

## NEW CAREERS COMPETENCY/PERFORMANCE BASED TRAINING AND EDUCATION




- planning system is competency based education/training.
- delivery system based on andragogy model together with building self confidence, interpersonal communication, problem-solving and group skills.

## GUIDELINE CRITERIA

### PLAN

Based upon a realistic job - work from an up-to-date job description and job task analysis.

### CURRICULUM

Knowledge and skills organized into classroom and on-the-job modules reflect the job tasks and up to date knowledge and skills methodology delivery is based on up-to-date andragogy

### EVALUATION/FEEDBACK

- Classroom - transcript
- On-thejob

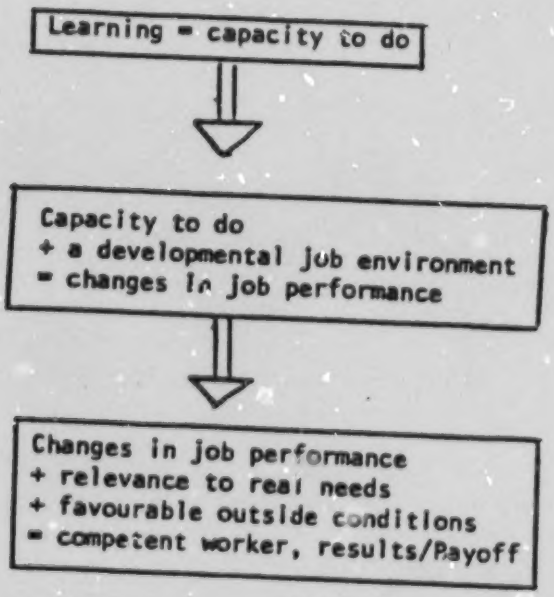
## CERTIFICATION-COMPETENCY/PERFORMANCE BASED TRAINING MODEL

- documentation of education/training performance in the classroom
- documentation of on-the-job performance every 8-12 weeks and final documentation
- reference letter from New Careers staff coordinator on learning mastered.
- reference letter from the supervisor on job tasks masks.

# NEW CAREERS TRAINING

Classroom training = improved job performance = results

Wouldn't that be nice? Unfortunately, once a trainee leaves the classroom no matter how solidly the learning has been developed, many other factors influence whether or not on-the-job behaviour will reflect that classroom training, and even if it does, results are often influenced by circumstances totally outside the realism of classroom training on-the-job performance. Thus, a more accurate model is:


Learning = capacity to do
Capacity to do
+ a developmental job environment
= changes in job performance
Changes in job performance
+ relevance to real needs
+ favourable outside conditions
= competent worker, results/Payoff

To achieve results and payoff five requirements are necessary:

- The worker-in-training has a desire to do an effective job
- They have the knowledge, skills and attitudes necessary to do the job tasks
- The job climate is conducive to change and development of behavior
- They receive specific help in making their change.
- They are rewarded for changing.



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# COMPETENCY BASED TRAINING PROCESS

## JOB DESCRIPTION

What is the general nature of employee's positions?
e.g. School Counsellor , develops and delivers student related services in the school.

## TASK LIST

What are the specific job tasks the worker in training will have to perform?
e.g. Consulting with individuals and groups.

## KNOWLEDGE & SKILLS

What knowledge and skills are required to perform this job task?
e.g. Knowledge of consulting approaches specific consulting skills....

## TRAINING PLAN - LIST OF CLASSROOM AND ON-THE-JOB MODULES

How, where, and when will the worker in training acquire these skills and knowledge?
e.g. How - 2 week consulting skill module When - Oct 4 - 18
Where - Gimli ( 2 weeks of a 2 year training)

## EVALUATION

Evaluation is designed to assist the trainee master the competencies. How will the acquisition of these competencies be measured?
Classroom Transcripts: performance test by trainer - feedback and documented
On-the-job evaluation of performance by job supervisor ongoing feedback is provided - conferences are held with trainee, supervisor, trainer, project coordinator and documented.
Final evaluation: summary of competencies the worker in training has acquired.
- documented - final on-the-job evaluation and all classroom training listed.
- letter on trainee's performance over the training period is obtained from supervisor and project coordinator

FRONTIER DIVISION SCHOOL COUNSELLOR PROJECT

JOB DESCRIPTION

| AREA OF RESPONSIBILITY | JOB FUNCTIONS |
|---|---|
| 1. Relationship Building and Teamwork | 1.1 Function as a member of the school staff, in co-operation with administrative, teaching, and support staff members. |
| | 1.2 Work co-operatively, effectively, and in consultation with teachers, administrative and support staff, and parents in order to promote the physical, social, psychological, emotional, and intellectual development of the student. |
| | 1.3 Explain the role of the school counsellor to teachers, administrative and support staff, parents, and students. |
| | 1.4 Establish positive helping relationships with staff, parents, and students. |
| | 1.5 Promote and support parental involvement in their child's development and school-related matters. |
| | 1.6 Provide liaison services between parents or guardians and the school, as appropriate. |
| | 1.7 Communicate openness and develop rapport with students in order to facilitate individual development of trust, self-esteem, and pride. |
| 2. Professional Ethics | 2.1 Carry out responsibilities in a professional manner. |
| | 2.2 Follow guidelines for professional ethics. |



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| AREA OF RESPONSIBILITY | JOB FUNCTIONS |
|---|---|
| 3. Professional Development | 3.1 Participate in classroom and on-the-job training during training period. |
| | 3.2 Participate willingly in optional professional training and development activities to further knowledge and skills that are advantageous to counsellor effectiveness. |
| | 3.3 Keep up-to-date with developments in the field of school counselling for purposes of increasing counsellor service effectiveness. |
| | 3.4 Manage time effectively. |
| | 3.5 Recognize, assess, and manage stress effectively. |
| 4. Student Developmental Work | 4.1 Work with students, on an ongoing basis and, in particular, at the elementary level, to clarify the purpose of schooling and its relevance to future lifestyle. |
| | 4.2 In consultation with teachers and parents, work with students who have been absent frequently or for a prolonged period. |
| | 4.3 Assist teachers, when requested, in arranging tutoring programs for students. |
| | 4.4 Encourage and provide opportunities for students and teachers to learn about and understand cross-cultural differences and similarities. |
| | 4.5 Encourage and provide opportunities for prevention work with students. |
| | 4.6 Assist students transferring to and from other schools. |



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| AREA OF RESPONSIBILITY | JOB FUNCTIONS |
|---|---|
| 5. Career Education and Counselling | 5.1 Develop a career education and resources library. |
| | 5.2 In co-operation with staff, assist students to explore and develop awareness of careers and the world of work, as appropriate to various grade levels. |
| | 5.3 Assist students to realistically examine and assess their own characteristics, potential, and limitations in relation to career planning and as appropriate to various grade levels. |
| | 5.4 Counsel students to make realistic career or occupational choices, as appropriate to various grade levels. |
| | 5.5 In co-operation with teachers, counsel students to make appropriate course choices. |
| | 5.6 Encourage and support teachers' attempts to promote and integrate career education and job search skills into classroom learning. |
| | 5.7 Assist parents or guardians to understand their child's abilities, interests, attitudes, and aspirations as related to career opportunities and educational planning. |
| 6. Counselling | 6.1 Establish basis for counselling relationship. |
| | 6.2 Prepare for counselling sessions. |
| | 6.3 Begin counselling sessions appropriately. |
| | 6.4 Use counselling skills appropriately in conducting session. |



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| AREA OF RESPONSIBILITY | JOB FUNCTIONS |
|---|---|
| 6. Counselling (Cont'd) | 6.5 Use problem-solving skills in counselling. |
| | 6.6 Complete session and plan for follow-up. |
| | 6.7 Conduct appropriate follow-up. |
| | 6.8 Terminate the counselling relationship appropriately. |
| 7. Resources and Referral | 7.1 Establish a directory of school system specialists and resource people. |
| | 7.2 With the principal, establish a networking system with home community resources. |
| | 7.3 Refer students, in consultation with principal and parents, to community resource workers or specialists. |
| | 7.4 Assist teachers in making and documenting appropriate referrals to school system specialists or resource persons. |
| 8. Community School Education | 8.1 Inform the community of school counsellor role and services available. |
| | 8.2 Provide liaison and referral services for community members to the school. |
| 9. Administration | 9.1 Prepare correspondence, reports, and records according to established school policies, procedures, and formats. |
| | 9.2 Establish and maintain student file system according to school policies, procedures, and guidelines. |
| | 9.3 Conduct follow-up on graduates as an occasional special project. |



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| AREA OF RESPONSIBILITY | JOB FUNCTIONS |
|---|---|
| 9. Administration | 9.4 Be a liason to parents and students out of the community, i.e. receive copies of the files and information and visit the high schools on occasion as necessary. |
| | 9.5 Be a liason person for F.C.I. and home placement staff on occasion, as necessary. |



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# FRONTIER SCHOOL DIVISION

## TASK LIST/KNOWLEDGE AND SKILLS

| AREA OF RESPONSIBILITY | JC3 FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 1. Relationship Building and Teamwork | 1.1 Functions as a member of the school staff, in co-operation with administrative, teaching and support staff members. | a) Respect the decisions of the School Advisory Committee.<br>b) Work within the philosophy, purpose, policies, and procedures of the school.<br>c) Respect and operate according to decisions of school administration.<br>d) Establish appropriate effective working relationships with other staff members.<br>e) Work a team member according to own role, function, and responsibilities.<br>f) Participate effectively in staff meetings by performing a variety of task and maintenance functions.<br>g) Report to the principal or supervisor assigned by the principal. | a) Knowledge of Committee role and relationship with school.<br>b) Knowledge of school philosophy, purpose, policies and procedures.<br>c-e) Communication Skills.<br>e) Knowledge of own roles and functions group facilitation skills.<br>f) Group facilitation skills.<br>g) Knowledge of reporting lines and procedures. |
| 1. Relationship Building and Teamwork | 1.2 Work co-operatively, effectively, and in consultation with teachers, administrative, and support staff, and parents in order to promote the | a) Use good judgement in identifying need for consultative discussion.<br>b) Use good judgement in identifying who needs to be involved at what particular point (parent, teacher, student, principal). | a) Child and adolescent development information-gathering.<br>b) Knowledge of staff roles and responsibilities. |







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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 1. Relationship Building and Teamwork (Cont'd) | 1.2 (Cont'd) physical, social, psychological, emotional, and intellectual well-being of the student. | c) Negotiate time and place for meetings or discussions. | c,(&k) Communication Skills. |
| | | d) Collect pertinent data and background information prior to the meeting. | d) Behaviour description, questioning techniques, information gathering. |
| | | e) Lead meetings when appropriate or required. | e) Group leadership skills, knowledge of meeting formats and procedures, agenda-setting skills, communication-assertiveness skill. |
| | | f) Report or discuss personal student data in accordance with school policy and ethical guidelines. | f) Summarization and report preparation skills, knowledge of ethical guidelines, knowledge of school policies. |
| | | g) Communicate ideas and opinions clearly. | |
| | | h) Listen to opinions and ideas from other team members. | |
| | | i) Participate in consultative discussions initiated or requested by parents or other staff members. | i) Assertiveness, group facilitation. |
| | | j) Summarize pertinent student-related information from meetings for inclusion in student file. | j) Knowledge of child and adolescent development, behaviour description, writing skills. |
| | | k) Conduct follow-up on all referrals from parents or other staff members. | k) Information-gathering, questioning techniques. |







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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 1. Relationship Building and Teamwork | 1.3 Explain the role of the school counsellor to teachers, administrative and support staff, parents, and students. | a) Determine what information is appropriate to each of staff, parents and students.<br>b) Outline the training program.<br>c) Explain the role of Frontier School Division and New Careers.<br>d) Outline what counsellor responsibilities are and are not.<br>e) Where there is a guidance counsellor on staff, differentiate between the roles of each.<br>f) Outline the nature of relationships between counsellor and students, teachers, parents.<br>g) Emphasize to teachers, parents, students how counsellor can assist them. | a) Assessment skills<br>b-g) Knowledge of same<br>b-g) Communication skills |
| 1. Relationship Building and Teamwork | 1.4 Establish positive helping relationships with staff, parents, and students. | a) Initiate informal contact and conversations.<br>b) Attend verbally and non-verbally.<br>c) Listen actively.<br>d) Use good communication skills.<br>e) With the school advisory committee, initiate informal activities to orient school staff to the community (for example feasts, teas, picnics, walkabouts). | a-h) Communication skills |





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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 1. Relationship Building and Teamwork (Cont'd) | 1.4 (Cont'd) | e) Demonstrate acceptance of self and others.<br>f) Communicate respect for the dignity, worth, and individuality of each person.<br>g) Communicate concern and a willingness to help.<br>h) Maintain a sense of humour.<br>i) Make commitments only when it is certain they can be kept. | h) Positive self-concept and stress management.<br>i) Knowledge of own limits, assessment. |
| 1. Relationship Building and Teamwork | 1.5 Promote and support parental or guardian involvement in their child's development and school-related matters. | a) Using good judgement and following ethical guidelines, discuss with parents/guardians student development or problem-related concerns.<br>b) Encourage parents/guardians to share their concerns.<br>c) Determine whether students experiencing problems in school are also having problems at home or in community.<br>d) Record matters and document behaviours that may be helpful in determining student problem areas. | a-c,e-h) Communication skills.<br>a-h) Knowledge of guardianship issues.<br>a) Knowledge of ethical guidelines.<br>c) Questioning techniques, child and adolescent development, family dynamics.<br>d) Behaviour description, summarizing, writing skills. |

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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 1. Relationship Building and Teamwork (Cont'd) | 1.5 (Cont'd) | e) Discuss with parents/guardians steps planned or taken by the school for the child's benefit.<br>f) Encourage parents/guardians to offer their suggestions for helping the child.<br>g) Encourage parents/guardians to visit school and attend school functions.<br>h) Arrange for meetings, as appropriate, with parents/guardians and their children to discuss concerns and promote two-way communication. | h) Third party intervention skills, group facilitation, family dynamics and counselling. |
| 1. Relationship Building and Teamwork | 1.6 Provide liaison services between parents or guardians and the school, as appropriate. | a) Encourage parents/guardians to discuss, with appropriate school staff, concerns they may have.<br>b) Encourage teachers to meet with parents and students.<br>c) Arrange for parent/staff/student meetings in a non-threatening environment. | a-f) Communication skills. |

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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 1. Relationship Building and Teamwork (Cont'd) | 1.6 (Cont'd) | d) Support parents by attending a portion or all (as appropriate to individual situations or circumstances) of the parent-staff member meeting.<br>e) Assist teachers in explaining concerns to parents.<br>f) Provide interpreter services as required for parent/staff member/student meetings. | |
| 1. Relationship Building and Teamwork | 1.7 Communicate openness and develop rapport with students in order to facilitate individual development of trust, self-esteem, and pride. | a) Initiate informal contact and conversations with students.<br>b) Arrange to meet individually with all students in the top two grades.<br>c) Arrange to meet with other students individually, according to needs and priorities.<br>d) Arrange to meet with students on a group basis, as appropriate to purpose or special interests.<br>e) Invite students to come in to talk.<br>f) Provide constructive feedback to students. | a-h) Communication skills<br>b,c,d) Time management<br>d) Group dynamics and leadership skills, knowledge of special interests, planning and organization and presentation. |







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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 1. Relationship Building and Teamwork (Cont'd) | 1.7 (Cont'd) | g) Reinforce students positive behaviours.<br>h) Maintain regular contact and follow-up. | g) Knowledge of reinforcement<br>h) Time management |
| 2. Professional Ethics | 2.1 Carry out responsibilities in a professional manner. | a) Utilize professional community ethics and behaviour at all times.<br>b) Represent the school positively at all times.<br>c) Avoid gossip and criticism of others.<br>d) Consult appropriately on sensitive or potential conflict issues.<br>e) Discriminate between duty and beyond the call of duty.<br>f) Work assertively without dominating others.<br>g) Maintain objectivity in dealing with friends and relatives.<br>h) Seek ways to improve counsellor services.<br>i) Follow up on commitments. | a) Knowledge of ethics and expectations.<br>b-d) Communication skills<br>d) Assessment skills<br>e) Knowledge of Responsibilities and limitations.<br>f) Assertiveness<br>g) Communication and assertiveness<br>h) Communication and feedback |

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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 2. Professional Ethics | 2.2 Follow guidelines for professional ethics. | a) Maintain confidentiality in accordance with school policy.<br>b) Inform students beforehand of situations in which confidentiality will not apply.<br>c) Inform students beforehand that under ordinary circumstances an indicated need to involve parents or other staff will be discussed with them first.<br>d) Inform appropriate personnel of a crisis situation in which the student or others have been harmed or are in danger.<br>e) Inform appropriate personnel if knowledge of an illegal act is gained. | a-e) Communication skills<br>a-e) Knowledge of ethical guidelines and expectations.<br>d) Crisis assessment, knowledge of procedures.<br>j) Knowledge of law and adolescents/ children, knowledge of procedures. |
| 3. Professional Development | 3.1 Participate in classroom and on the job training during training period. | a) Attend all training sessions as required.<br>b) Prepare assignments and homework as requested.<br>c) Set personal and professional development goals. | a-b) Same as task<br>a-b) Time management<br>c) Goal setting, knowledge of own strengths, weaknesses |

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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 3. Professional Development (Cont'd) | 3.1 (Cont'd) | d) Evaluate own learning progress.<br>e) Respond constructively to formal evaluation. | d) Self-assessment<br>e) Feedback |
| 3. Professional Development | 3.2 Participate willingly in optional professional training and development activities to further knowledge and skills that are advantageous to counsellor effectiveness. | a) Develop adult basic education skills as appropriate.<br>b) Assess own strengths and weaknesses.<br>c) Identify and participate in learning opportunities that will help to develop specific strengths and overcome weaknesses.<br>d) Identify what has been learned from past experiences and mistakes that can be applied to future learning.<br>e) Seek and accept constructive feedback from and consultation with others.<br>f) Attempt to implement positive change as a result of feedback. | a) Upgrading, GED, etc.<br>b) Self-assessment<br>c) Assessment, knowledge of options and opportunities<br>d-f) Acceptance of self, feedback, goal setting, communication skills |
| 3. Professional Development | 3.3 Keep up-to-date with developments in the field of school counselling for purposes of increasing counsellor service effectiveness. | a) Participate in job related seminars, workshops, meetings, conferences, and in-service activities.<br>b) Collect pertinent information from sessions. | a) Time management<br>b) Assessment and information gathering. |

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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 3. Professional Development (Cont'd) | 3.3 (Cont'd) | c) Read professional books, pamphlets, articles, and journals.<br>c) Provide administration and other staff with helpful information and ideas.<br>e) Inform administration and other staff of new developments in the counselling field. | c) Knowledge of and access to resources<br>d-e) Communication skills, assessment, summarizing and reporting |
| 3. Professional Development | 3.4 Manage time effectively | a) Record appointments, meetings, visits and training sessions in daily appointment book.<br>b) Develop a system and criteria for setting priorities.<br>c) Develop a system to ensure follow-up occurs.<br>d) Priorize work for day, week, month.<br>e) Prepare a work plan for the day and week, with reasons for what is to be done and in what priority.<br>f) Follow through according to schedule, making allowances for "open door policy" to students. | a-c) Time management skills, priorizing, planning and organizational skills, goal setting, self-awareness and assessment, problem-solving. |

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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
|---|---|---|---|
| 3. Professional Development (Cont'd) | 3.4 (Cont'd) | g) Handle special requests and crisis situations without reacting negatively.<br>h) Reschedule activities, as required, effectively.<br>i) Set deadlines for specific work activities.<br>j) Meet required deadlines without having to be reminded.<br>k) Arrive at work, meetings, and training sessions on time.<br>l) Recognize behaviours that waste time.<br>m) Identify ways in which past patterns of time management might be improved.<br>n) Develop new patterns and techniques of effective time management.<br>o) Manage time effectively to meet both school and personal objectives. | |
| 3. Professional Development (Cont'd) | 3.5 Recognize, assess, and manage stress effectively. | a) Identify positive and negative stress factors.<br>b) Identify methods of handling own stress. | a-g) Knowledge of stress factors stress management skills, relaxation techniques, problem |





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| 3. Professional Development (Cont'd) | 3.5 (Cont'd) | c) Identify causes of stress in own work situation.<br>d) Identify causes of stress in own life style.<br>e) Use methods for relaxation or stress reduction.<br>f) Develop alternative methods of coping with stress.<br>g) Create and use support networks on-the-job. | a-g) (Cont'd) solving skills, communication skills, self-awareness and assessment |
| 4. Student Developmental Work | 4.1 Work with students, on an ongoing basis and, in particular, at the elementary level, to clarify the purpose of schooling and its relevance to future lifestyle. | a) Discuss with students their values and beliefs regarding the school system.<br>b) Provide clarification and promote discussion of student questions.<br>c) Refer student questions appropriately to other staff members.<br>d) Promote discussion of students' feelings about school.<br>e) Assist students to make connections between present learning and future as an adult.<br>f) Encourage parents/guardians to discuss with students the need for and value of education. | a-f) Communication skills, group leadership<br>a) Knowledge of values clarification process<br>b) Knowledge of school purpose, values, procedures<br>c) Knowledge of staff roles<br>d) Idenfification of feelings |

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| 4. Student Development Work | 4.2 In consultation with teachers and parents, work with students who have been absent frequently or for a prolonged period. | a) Accept refurrals from teachers or administrative staff.<br>b) Obtain background information and attendance data.<br>c) Discuss with teachers their concerns about the student and absenteeism.<br>d) Discuss with students and parents/guardians the absenteeism, reasons for it, possible consequences and effects.<br>e) Develop a plan of action for working with the student, in consultation with staff, parents/guardians, student.<br>f) Conduct follow-up and provide support to facilitate effectiveness of action plan.<br>g) Counsel students, for whom absenteeism has been a problem, in an attempt to prevent potential dropout. | a-g) Communication skills<br>b) Information gathering<br>c) Questioning techniques<br>c-d) Adolescent and child development<br>d) Assertiveness skills, counselling skills<br>e-f) Problem-solving, action-planning, and goal setting<br>g) Counselling skills |

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| 4. Student Development Work | 4.3 Assist teachers, when requested, in arranging tutoring programs for students who have been absent for a prolonged period of time. | a) Discuss with teacher the need, expectations, and preferred arrangements.<br>b) Discuss with parents/guardians and students the needs and expectations regarding remedial, missed work, or homework assignments.<br>c) Arrange with teacher, parents, students and, if appropriate, tutor, for time to assist student in assignments.<br>d) Request parent support in facilitating assignment completion.<br>e) Maintain contact with the student to encourage and support the completion of assignments. | a-e) Communication skills<br>b) Assertiveness skills<br>c) Counselling skills |
| 4. Student Development Work | 4.4 Encourage and provide opportunities for students and teachers to learn about and understand cross-cultural differences and similarities. | a) Assist teachers in developing opportunities for students to come into direct contact with cultural talents of their own people through the participation of community individuals in classroom activities | a-h) Knowledge of cultural differences, values, beliefs<br>a-h) Communication skills<br>a-c) Knowledge of resources, role models, networking skills |





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| 4. Student Development Work (Cont'd) | 4.4 (Cont'd) | a) (Cont'd) or special school events.<br>b) Assist teachers in organizing educational field trips where possible to familiarize students with cultural differences.<br>c) Plan with teachers cross cultural days in which a variety of cultures are represented.<br>d) Encourage the provision of native awareness workshops for staff.<br>e) Appropriately share knowledge of relevant resource people and materials with teachers.<br>f) Consult with teachers in situations where cultural differences or lifestyles may be affecting students' attendance, academic performance or behaviour.<br>g) Encourage students to discover their own cultural heritage both individually and through group sessions and activities (e.g. role model presentations, films, stories, legends, games, books, values | b-c) Organizational and planning skills<br>d) Knowledge of resources<br>e) Knowledge of resource materials and people<br>f) Knowledge of cross-cultural differences and effects on individual, assertiveness skills, child and adolescent development.<br>g) Group leadership skills, knowledge of resource materials presentation skills. |





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| 4. Student Development Work (Cont'd) | 4.4 (Cont'd) | g) (Cont'd) clarification exercises, discussion of special or contemporary issues, etc.)<br>h) Discuss realities and lifestyle differences in rural and urban societies so that students will develop realistic expectations prior to leaving the community. | h) Knowledge of rural-urban differences and their effects on individuals, group leadership skills. |
| 4. Student Development Work | 4.5 Encourage and provide opportunities for prevention work with students. | a) Arrange, in consultation with principal, and in co-operation with appropriate staff members and community resource people, resources for preventative group session work on topics appropriate to school and community (speakers, films, materials, etc.)<br>b) Gather and provide to students, in consultation with the principal, appropriate information and literature relevant to community and student-related problems and concerns (e.g. alcohol and drug abuse, vandalism, delinquency, teenage suicide, etc.) | a) Knowledge of resources and materials, group leadership and presentation, organizational and planning, time management.<br>b) Knowledge of problems and concerns (and topic areas), Knowledge of resources and materials, information gathering and assessment. |

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| AREA OF RESPONSIBILITY | JOB FUNCTIONS | TASKS | KNOWLEDGE AND SKILLS |
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| 4. Student Development Work (Cont'd) | 4.5 (Cont'd) | c) Discuss with students, individually and in groups, their beliefs, values opinions, and feelings about community, social, and student-related problems or concerns.<br>d) Discuss with students, individually and in groups, the effects of peer pressure, alternatives to social problem behaviour, and positive coping behaviours, and preventative measure options. | c-d) Group leadership and presentation skills, communication skills, knowledge of child and adolescent development, knowledge of stress management. |
| 4. Student Development Work | 4.6 Assist students transferring to and from other schools. | a) Discuss with teachers, if appropriate relevant information or concerns.<br>b) Contact student placement officer, if appropriate, to share information or discuss concerns that might assist with placement.<br>c) Arrange a meeting with students and parents regarding transfer.<br>d) Assist administration in student preparation for and orientation to a new school setting. | a-f) Knowledge of non-resident fees, etc., communication skills<br>a) Information gathering, questioning<br>b) Knowledge of student placement officer role<br>c) Time management<br>d-e) Counselling skills |







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| 4. Student Development Work | 4.6 (Cont'd) | e) Work with student to ease transfer.<br>f) Provide liaison services, if required or appropriate, to students whose parents reside in a different community, or to parents whose children are students in another school. | |
| 5. Career Education and Counselling | 5.1 Develop a career education and resources library. | a) Gather information related to careers and the world of work, and appropriate to respective grade levels:<br>i) careers and specific jobs (e.g. job families, non-traditional occupations, brief job descriptions, educational requirements and routes, pre-requisite skills and abilities, working environment and conditions, advantages and disadvantages, salaries, etc.)<br>ii) labour market conditions (e.g. trends, projections, manpower shortages and surpluses, skill demand areas, geographically limited opportunities, unemployment rates) | a) Philosophy and purpose of career education, knowledge of information sources, information search and assessment, knowledge of job families, knowledge of resource tools, e.g. CCDO, knowledge of resource people, communication skills, knowledge of agencies, programs.<br><br>Understanding of social, political economic conditions selected to job situation.<br><br>women and native. |

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| 5. Career Education and Counselling | 5.1 (Cont'd) | a) iii) world of work (labour standards, occupational health and safety, role of unions, technological change, women in the labour force, employment issues for natives)<br>iv) special employment programs<br>v) employment agencies and their services<br>vi) local job opportunities | |
| | | b) Gather information related to educational programs and opportunities:<br>i) high school programs, options, and the credit system<br>ii) post-secondary institutes and programs, and alternative programs<br>iii) institute preparation programs<br>iv) special training programs<br>v) financial assistance and student aid<br>vi) considerations for institute attendance and urban living (e.g. housing, transportation, recreation, finances, support systems, etc.) | b) Knowledge of information sources, knowledge of assessment criteria, information search and assessment, knowledge resource people, communication skills, knowledge of institutes and programs. |







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|---|---|---|---|
| 5. Career Education and Counselling | 5.1 (Cont'd) | c) Prepare information packages, summary sheets, or handbooks on certain topics e.g. financial assistance. | c) Summarizing and writing skills |
| | | d) Organize information according to appropriate categories and grade levels. | d) Organizational and assessment skills |
| | | e) Arrange information so that it is orderly and easily accessible. | e) Organizational |
| | | f) Keep materials up-to-date. | f) Time management |
| 5. Career Education and Counselling | 5.2 In co-operation with staff, assist students to explore and develop awareness of careers and the world of work, as appropriate to various grade levels. | a) Encourage students to browse through information. | a-i) Knowledge of career counselling model, communication skills, career counselling skills |
| | | b) Help students identify additional sources of information. | b-e) Group leadership, presentation skills, knowledge of sources and criteria for assessment. |
| | | c) Assist students to locate specific information. | |
| | | d) Assist students to assess information. | |
| | | e) Conduct group information or discussion sessions, as appropriate, for specific purposes (e.g. to orient students to and promote use of career resources library) | |







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| 5. Career Education and Counselling (Cont'd) | 5.2 (Cont'd) | f) Plan, in consultation with principal and staff, for "career days".<br>g) Encourage the participation of community and/or native role models in group sessions, career days, or classroom instruction.<br>h) Assist teachers in organizing field trips to familiarize students with careers and/or jobs.<br>i) Encourage, where possible, opportunities in the community for on-the-job experience. | f) Planning and organizational skills, group leadership and presentation<br>g) Knowledge of role models and resources<br>h) Information search, planning and organizational skills, assessment of what to visit<br>i) Knowledge of school procedures, limits, responsibilities, negotiation skills |
| 5. Career Education and Counselling | 5.3 Assist students to realistically examine and assess their own characteristics, potential, and limitations in relation to career planning and as appropriate to various grade levels. | a) Conduct group sessions and exercises that will help students identify their skills, abilities, interests, optitudes, aspirations, values, lifestyle preferences, strengths, weaknesses, personal limitations and potential.<br>b) Assist students to identify environmental and practical opportunities and limitations (e.g. geographical, financial, family support, length of required educational preparation, etc.) | a-c) Group leadership and presentation, knowledge of tools and resources that help determine characteristics (e.g. self-inventories, rating scales, choices, job hunt maps, etc.) knowledge career counselling model, communication skills, career counselling skills |







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| 3. Career Education and Counselling (Cont'd) | 3.3 (Cont'd) | c) Assist students to make connections between their own characteristics, potential, and limitations and specific occupational demands or choices. | |
| 3. Career Education and Counselling | 3.4 Counsel students to make realistic career or occupational choices, as appropriate to various grade levels. | a) Help students to identify alternatives.<br>b) Examine, with students, the various alternatives including advantages, disadvantages, consequences, requirements.<br>c) Help students make realistic decisions concerning careers or employment.<br>d) Encourage students to set realistic short and long term career and educational goals.<br>e) Help students make appropriate plans.<br>f) Assist students to re-evaluate choices and change plans as the need arises.<br>g) Conduct group sessions to help students learn decision-making process. | a-g) Counselling skills, problem solving skills, goal-setting skills, decision-making skills, action planning skills, group leadership and presentation skills |

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| 5. Career Education and Counselling | 5.5 In co-operation with teachers, counsel students to make appropriate course choices. | a) Meet with teachers to discuss students' academic achievements.<br>b) Assess with students, academic strengths and weaknesses.<br>c) Discuss with students their future career or occupational plans.<br>d) Assist teachers in organizing field trips to familiarize students with educational institutes and programs.<br>e) Assist students to set long and short term educational goals.<br>f) Counsel students to select appropriate options and courses. | a-f) Communication skills<br>b,c,e,f) Counselling skills, decision-making skills<br>d) Organization and planning skills<br>e) Goal setting<br>f) Knowledge of options, courses, credit system |
| 5. Career Education and Counselling | 5.6 Encourage and support teachers' attempts to promote and integrate career education and job search skills into classroom learning. | a) Inform staff of career and job opportunities for students.<br>b) Encourage use of career resources library.<br>c) Assist staff to locate specific information.<br>d) Discuss with teachers (who have expressed an interest) ways in which | a-d) Communication skills, knowledge of resources, knowledge of philosophy and concept of career education, knowledge of job search components |







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|---|---|---|---|
| 5. Career Education and Counselling (Cont'd) | 5.6 (Cont'd) | d) (Cont'd) career education and/or job search skills might be integrated into classroom learning. | |
| 5. Career Education and Counselling | 5.7 Assist parents or guardians to understand their child's abilities, interests, attitudes, and aspirations as related to career opportunities and educational planning. | a) Explain and interpret (i.e. Cree language) to parents/guardians student academic records and progress.<br>b) Discuss with parents/guardians career opportunities for students.<br>c) Encourage parents/guardians to discuss with students the relationship of education to career opportunities and occupational options. | a-d) Communication skills, knowledge of opportunities and options, knowledge of individual students, family dynamics |
| | | d) Arrange for meetings, as appropriate, with specific parents/guardians or with parents and students to discuss education and career-related plans or concerns. | d) Group dynamics, counselling skills, family dynamics and counselling |







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| 6. Counselling | 6.1 Establish basis for counselling relationship. | a) Inform students of "open door" policy. | a-f) Communication skills |
| | | b) Encourage students "to come" in to talk, to discuss concerns, or to request assistance. | |
| | | c) Arrange to meet individually with all students in the top two grades. | c) Time management skills |
| | | d) Identify students who may need counselling and approach them. | d) Assessment skills, child and adolescent development |
| | | e) Invite and accept referrals from staff and parents. | |
| | | f) Offer support and help to students with problems. | |
| | | g) Provide crisis intervention and counselling as required. | g) Crisis intervention and counselling |
| 6. Counselling | 6.2 Prepare for counselling sessions. | a) Agree with student (and teacher, if appropriate) on time and place for session. | a) Time management skills |
| | | b) Review background materials. | b) Reading and assessment skills |
| | | c) Determine session objectives. | c) Goal setting |
| | | d) Take care of "business" to avoid interruptions. | d) Time management |
| | | e) Prepare self for session (e.g. relaxation techniques, clearing mind of other details, etc.) | d) Stress management, relaxation techniques |

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| 6. Counselling | 6.3 Begin counselling sessions appropriately. | a) Greet student appropriately.<br>b) Put student at ease.<br>c) Ease into counselling session from "informal" talk.<br>d) Facilitate or clarify reason for session.<br>d) Clarify expectations and guidelines (e.g. time limits, note taking, advice giving, confidentiality limits, counsellor and student expectations, etc.) | a-e) Communication skills, knowledge of ethical guidelines, questioning techniques, counselling skills |
| 6. Counselling | 6.4 Use counselling skills appropriately in conducting session. | a) Listen actively.<br>b) Attend verbally and non-verbally<br>c) Communicate effectively (appropriate use of questions, information provision, paraphrase, perception check, identification of feelings, etc.)<br>d) Use counselling skills appropriately (empathy, respect, genuiness warmth, concreteness, self-disclosure, confrontation, immediacy).<br>e) Assist student to explore and understand self, problem, concern, situation. | a-h) Communication skills, counselling skills, knowledge of counselling theories and approaches |

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| 6. Counselling (Cont'd) | 6.4 (Cont'd) | f) Assess comfort level of student and make appropriate changes.<br>g) Respond facilitatively to silence and resistance.<br>h) Direct session so expectations of counsellor and client are met. | |
| 6. Counselling | 6.5 Use problem-solving skills in counselling | a) Help student to clarify and state concerns.<br>b) Gather information about situation.<br>c) Identify additional problems or issues.<br>d) Help student priorize concerns.<br>e) Develop with student specific short and long term goals.<br>f) Assist student to examine alternatives.<br>g) Help students make own decisions or plan of action.<br>h) Evaluate with student the appropriateness of the decision or action, or progress made.<br>i) Help student develop problem solving skills. | a-i) Communication skills, counselling skills, knowledge of counselling theories and approaches, questioning techniques, problem-solving skills, action-planning skills |

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| 6. Counselling | 6.6 Complete session and plan for follow-up. | a) Summarize and review issues and progress. | a-i) Communication skills |
| | | b) Discuss with student, if appropriate, the need to involve parents, teachers, or other individuals. | b,c) Ethical guidelines |
| | | c) Obtain student consent, if appropriate, to involve others, so as not to breach trust or confidentiality. | |
| | | d) Discuss steps or action agreed upon. | d-h) Counselling skills, goal setting, contracting skills |
| | | e) Obtain student commitment to action plan. | |
| | | f) Set time frame for action. | f-h) Time management |
| | | g) Encourage student in a way that will facilitate action on his own. | |
| | | h) Set time and place for next session. | |
| | | i) Terminate on positive note if possible. | i) Counselling skills |
| | | j) Record relevant information and action planned in student file. | j) Summarizing and writing skills |
| 6. Counselling | 6.7 Conduct appropriate follow-up. | a) Arrange for student supports. | a-e) Communication skills, time management, assessment skills |
| | | b) Maintain contact with student as appropriate. | |
| | | c) Involve teachers, administration, parents as appropriate. | |







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| 6. Counselling (Cont'd) | 6.7 (Cont'd) | d) Arrange for referral, if appropriate, in accordance with referral guidelines.<br>e) Take other steps as agreed upon with the student. | |
| 6. Counselling | 6.8 Terminate the counselling relationship appropriately. | a) Use sense of timing in terminating the counselling relationship.<br>b) Terminate relationship gradually when appropriate.<br>c) Help student deal with feelings (e.g. denial, anger, sadness, fear, etc.)<br>d) Reassure students that they can return for counselling, if needed at a later date, or drop in just to talk at any time.<br>e) Summarize file recording appropriately.<br>f) Maintain informal contact with student. | a-d) Communication skills, assessment skills, counselling skills<br>e) Summarizing and writing skills<br>f) Communication skills |
| 7. Resources and Referral | 7.1 Establish a directory of school system specialists and resource people. | a) Identify school system specialists and resource people.<br>b) Determine services provided by each specialist or resource person.<br>c) Determine referral procedures. | a-c) Information search skills, questioning techniques, communication skills |







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| 7. Resources and Referral | 7.1 (Cont'd) | d) Summarize information, including addresses and phone numbers. | d) Summarizing and writing skills |
| | | e) Establish contact with resources when or where appropriate. | e) Communication skills |
| 7. Resources and Referral | 7.2 With the principal, establish a networking system with home community resources. | a) Identify community resource people and agencies who can support general goals of, or provide supplemental services to, the school. | a-g,j,k) Communication skills<br>a-g) Information search, questioning techniques, knowledge of resources, telephone skills |
| | | b) Establish contact with all other community human resource workers. | |
| | | c) Provide resource workers with information about school counsellor role and services. | |
| | | d) Determine what services are provided by resource workers, and how they might help students, staff, or parents. | |
| | | e) Identify areas of mutual concern, overlap, complimentary services. | |
| | | f) Discuss, with workers, ways to help each other. | |
| | | g) Clarify with workers, referral processes. | |

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| 7. Resources and Referral | 7.2 (Cont'd) | h) Outline, in writing, the purpose, services provided, number and type of clientele, and contact persons of service agencies, community groups, or other resources. | h) Summarizing and writing skills, knowledge of appropriate format |
| | | i) Keep profile summaries of each agency, with information obtained. | i) Filing skills |
| | | j) Inform staff, as appropriate, of available community resources and services. | |
| | | k) Maintain ongoing contact with resource workers in order to draw on, or complement, each other's services. | |
| 7. Resources and Referral | 7.3 Refer students, in consultation with principal and parents to community resource workers or specialist. | a) Determine, on the basis of counselling or referral from staff, when student needs the service of another resource person. | a) Assessment skills, child and adolescent development |
| | | b) Determine which resource might best meet the need of the student. | b) Knowledge of resources, assessment skills |
| | | c) Discuss the matter with principal to obtain advice and approval. | c-i) Communication skills<br>c-g) Assertiveness skills |
| | | d) Discuss the need for referral with parents/guardians in an appropriate environment that is non-threatening (for example, the home). | |

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| 7. Resources and Referral | 7.3 (Cont'd) | e) Obtain parental/guardian consent in accordance with school policy. | e) Knowledge of school policy, knowledge of guardianship issues |
| | | f) Discuss the matter with the student. | |
| | | g) Refer the student to the resource, making contacts and arrangements, as appropriate. | g) Time management |
| | | h) Provide resource with relevant background information. | h) Information gathering, summarizing and writing skills |
| | | i) Conduct follow-up as appropriate. | i) Time management |
| | | j) Record the referral and follow-up in student file. | j) Summarizing and writing |
| 7. Resources and Referral | 7.4 Assist teachers in making and documenting appropriate referrals to school system specialists or resource persons. | a) Discuss with teachers the need for referral. | a-h) Communication skills<br>a) Knowledge of resources |
| | | b) Discuss with parents/guardians the need for referral. | b-c) Assertiveness skills |
| | | c) Obtain parental/guardian consent in accordance with school policy. | c) Knowledge of school policy, guardianship issues |
| | | d) Support teachers in ensuring that referral meeting takes place. | d) Time management |
| | | e) Support student, as required, in referral process. | |
| | | f) Conduct referral follow-up with teachers, parents, students, as appropriate. | f) Time management |

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| 7. Resources and Referral | 7.4 (Cont'd) | g) Inform teachers of assessment, special learning disability, or behavioural problem as indicated by specialist. | |
| | | h) Inform teachers of follow-up needs as recommended by specialist. | |
| | | i) Keep accurate, up to date records of referral, and of students progress, as part of follow-up. | i) Summarizing and writing skills, time management |
| 8. Community School Education | 8.1 Inform the community of school counsellors role and services available. | a) Inform the School Committee about the counsellor's role, responsibilities, training program, and services provided. | a-d) Communication skills, knowledge of role, program, services |
| | | b) Develop ways to inform the general community of the school counselling program and services. | b) Planning and assessment skills, networking skills |
| | | c) Plan, organize, and deliver workshops related to counsellor role and services. | c) Workshop planning and organizing, presentation and group leadership |
| | | d) Speak to appropriate community groups or at appropriate community functions about counsellor role and services. | d) Public speaking skills, group leadership skills |
| | | e) Prepare information packages for distribution to general public. | e) Information gathering, assessment of what is appropriate, summarizing and writing skills |





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| 8. Community School Education | 8.2 Provide liaison and referral services for community members to the school. | a) Assist by answering questions by community members about the school.<br>b) Refer questions to appropriate staff or school committee.<br>c) Follow up concerns to ensure they are dealt with or resolved.<br>d) Encourage community members to attend school functions. | a-d) Communication skills, professional ethics, knowledge of school |
| 9. Administration | 9.1 Prepare correspondence, reports, and records according to established school policies, procedures, and formats. | a) Record activities in daily activity log.<br>b) Complete required forms accurately.<br>c) Forward completed forms as required.<br>d) Summarize and record student-related information obtained from meetings with parents, students, teachers and administrative staff.<br>e) Summarize and record counselling sessions.<br>f) Record referrals and follow-ups.<br>g) Document concerns or situations, where possible, with facts and reported or observable behaviours.<br>h) Differentiate between facts and opinions, observations and interpretations. | a-e) Writing skills, grammar, spelling, punctuation, writing sentences and paragraphs, summarizing skills, formats for reports and letters, knowledge of forms, behaviour description, time management, ethical guidelines, assessment skills, organizational skills |

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|---|---|---|---|
| 9. Administration (Cont'd) | 9.1 (Cont'd) | i) Prepare objective student reports for administration as required, following ethical guidelines.<br>j) Prepare objective monthly reports for supervisor, maintain confidentiality in accordance with ethical guidelines.<br>k) Prepare objective reports, as required, for staff meetings, School Advisory Committee, or other purposes, following ethical guidelines.<br>l) Write letters that are clear and understandable.<br>m) Write clear complete sentences.<br>n) Write well organized paragraphs.<br>o) Keep records up to date. | |
| Administration | 9.2 Establish and maintain student file system according to school policies, procedures, and guidelines. | a) Open files as required.<br>b) Organize files systematically.<br>c) Systematically number, organize, and file all written materials into appropriate file.<br>d) Keep files up-to-date.<br>e) Ensure confidentiality of files in accordance with ethical guidelines. | a) Knowledge of school procedures.<br>b-b) Knowledge of filing systems, organizational skills<br>d) Time management<br>e) Ethical guidelines |





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| 9. Administration | 9.3 Conduct follow-up on graduates as an occasional special project. | a) Gather information regarding graduate students. | a) Information search and research skills |
| | | b) Post positive findings for current students to see. | b) Summarizing and writing skills |
| | | c) Discuss graduate success with current students. | c) Communication skills |
| | | d) Compile and record findings for administrative statistical records. | d) Knowledge of format, knowledge of information categories, summarizing and compiling |

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FRONTIER DIVISION SCHOOL COUNSELLOR

PROPOSED TRAINING PLAN

| MODULE | CLASS TIME | CLASSROOM SESSIONS | ON-JOB TRAINING | TASKS TO BE COVERED |
|---|---|---|---|---|
| 1.A. Introduction to Work and Training<br>B. Professional Ethics<br>C. Professional Development | 10 days | Sept.1983 | Sept.,Oct. 1983 | 1.1(a-c,e,g),1.3(a-g)<br>1.2(f), 2.1(a-e,g-i)<br>2.2(a-e)<br>3.1(a-d), 3.2(a-d).<br>3.3(a-e) |
| 2.A. The Helping Relationship and Interpersonal Communication<br>B. Consultative Communication | 10 days | Dec.1983 | Dec.1983-Jan.1984 | 1.1(d), 1.4(a-i),<br>1.7(a-c,e,f,h), 3.1(e),<br>3.2(e,f)<br>1.2(a-c,g-i), 1.6(a-f) |
| 3.A. Assertive Communication<br>B. Introduction to Counselling<br>C. Resource Identification | 5 days<br>5 days | Feb.1984 | Feb.-Mar. 1984 | 2.1(f),1.5(a-g),4.3(a-e)<br>6.1(a-f), 6.2(a-e)<br>6.3(a-e), 6.4(a-c)<br>7.1(a-e), 7.2(a-k) |
| 4.A. Introduction to Career Counselling<br>B. Filing Systems<br>C. School Counsellor's Conference | 5 days<br>5 days | April,1984 | Apr.-May 1984 | 5.1(a-f), 5.2(a-d)<br>9.2(a-e) |
| 5.A. Time Management<br>B. Prevention and Education (workshops, presentations, field trips public speaking)<br>C. Referrals<br>D. Information Recording | 1½ days<br>7 days<br>1½ days | July 1984 (July 3-13)<br>July (3-13) | July-Sept.<br>July-Aug. | 3.4(a-o), 9.1(a)<br>4.4(a-c), 4.5(a-b)<br>5.2(f-h), 5.5d,8.1(a-e)<br>1.2(k),4.1(c),7.3(a-j)<br>7.4(a-i),8.2(a-d)<br>1.2(d,j), 9.1(b-h,o) |
| 6. Group Dynamics and Leadership Skills | 10 days | Sept.17-28 | Sept.-Oct. | 1.1(f),1.2(e),1.7(d),<br>4.1(a-c),4.5(c,d),<br>5.2(e),5.3(a) |

| MODULE | CLASS TIME | CLASSROOM SESSIONS | ON-JOB TRAINING | TASKS TO BE COVERED |
|---|---|---|---|---|
| 7.A. Counselling Skills School Focus<br>B. Career Counselling Skills | 10 days | Oct. 22 - Nov. 2 | Nov.-Dec. | 4.2(a-g),4.6(a-f) 6.4(d-h),6.5(a-i),6.6(a-j), 6.7(a-e),6.8(a-f) 5.2(i),5.3(b,c),5.4(a-g),5.5(a-c,e,f), 5.6(a-d) |
| 8.A. Child Development Parenting Skills<br>B. Cultural Awareness | 5 days<br>5 days | Jan.7-18 | Jan.-Feb. | 1.7(g)<br>4.4(d-h) |
| 9.A. Adolescent Psychology<br>B. Juveniles and the Law<br>C. Alcohol Education<br>D. Drug Abuse<br>E. Family Dynamics | 5 days<br><br>5 days<br><br>5 days | Mar.4-22 | Mar.-Apr. | 4.5(a-d)<br><br>1.5(h),4.1(f),5.7(a-d) |
| 10.A. Writing Skills<br>B. Counselling Practicum | 5 days<br>5 days | Apr. 29-May 10 | Apr.-May | 9.1(i-n),9.3(a-d) |
| 11.A. Counselling Theories<br>B. Crisis Intervention and Counselling | 5 days<br>5 days | July2-12 | July-Aug. | 6.1(g) |
| 12.A. Survival Skills | 5 days | Sept 16 - 20, 1985 | | 3.5(a-g) |

FRONTIER DIVISION SCHOOL COUNSELLOR

MODULE 1A: INTRODUCTION TO WORK AND TRAINING
1B: PROFESSIONAL ETHICS
1C: PROFESSIONAL DEVELOPMENT
} 10 days

MODULE 1A: INTRODUCTION TO WORK AND TRAINING

| CLASSROOM | SEPT. 1983 | ON-JOB | SEPT. - OCT. 1983 |
|---|---|---|---|

Classroom instruction is designed to familiarize the participant with the School Advisory Committee, the school philosophy and purpose, the nature of the training program, counsellor role, responsibilities, and relationships in order that he/she may function effectively as a school staff term member.

EXPECTED OUTCOMES:

Expected outcomes are statements of what activities, behaviours, and techniques the successful participant should be able to perform exhibit, or use at the end of the training session. Outcomes may be demonstrated through classroom behaviours, homework assignments, or performance on job.

The participant will be able to:

a) Explain the role and functions of the School Advisory Committee.
b) Describe the philosophy, purpose and beneral policies and procedures of the school.
c) Define lines of reporting and communication within the school.
d) Describe and differentiate between school staff roles.

The supervisor will provide information and discuss, on an ongoing basis, any questions, issues, or concerns that might arise with regard to the tasks herein outlined. In order to provide a strong foundation for counsellor training and job performance, it is essential that the supervisor ensure that the trainee understand his/her role, responsibilities, and the parameters of relationships with staff, parents, and students.

EXPECTED OUTCOMES:

Expected outcomes are statements of what job tasks the successful participant should be able to perform as a result of both classroom and job training.

The participant will be able to:

1.1 Function as a member of the school staff, in co-operation with administrative, teaching, and support staff members.

a) Respect the decisions of the School Advisory Committee.
b) Work within the philosophy, purpose, policies, and procedures of the school.
c) Respect and operate according to decisions of school administration.

CLASSROOM

e) Discuss own role, functions, and responsibilities.
f) Discuss the relationship of the counsellor with each of parents, staff, students.
g) Describe the nature of the training program.
h) Outline the role of each New Careers and Frontier Division in the training program.
i) Outline what counsellor responsibilities are and are not.
j) Describe and differentiate between the role of counsellor (if one is on staff) and counsellor-in-training.
k) Identify several ways that counsellor can assist each of parents, staff, students.

ON-JOB

e) Work as a team member according to own role, functions, and responsibilities.
g) Report to the principal or supervisor assigned by the principal.

1.3 Explain the role of the school counsellor to teachers, administrative and support staff, parents, and students.

a) Determine what information is appropriate to each of staff, parents, and students.
b) Outline the training program.
c) Explaine the role of Frontier School Division and New Careers.
d) Outline what counsellor responsibilities are and are not.
e) Where there is a guidance counsellor on staff, differentiate between the roles of each.
f) Outline the nature of the relationship between counsellor and students, teachers, parents.
g) Emphasize to teachers, parents, students how counsellor can assist them.

# MODULE B: PROFESSIONAL ETHICS

| CLASSROOM | SEPT. 1983 | ON-JOB | SEPT.-OCT. 1983 |
|---|---|---|---|

The training session will introduce ethical guidelines and procedures for handling of sensitive and crisis situations. Emphasis will be placed upon the concept of the counsellor as a professional who represents the school positively at all times and conducts himself/herself in an ethical manner.

**EXPECTED OUTCOMES:**

The participant will be able to:

a) Outline expectations regarding ethical behaviour outside the school.
b) State several possible consequences of gossip and criticism.
c) Identify situations that may create conflict, challenge professional ethics, or require careful, sensitive response.
d) Discuss alternatives for handling sensitive situations.
e) Differentiate between requests that are duty and those that are beyond the call of duty.
f) Discuss alternatives for dealing positively with relatives and friends in sensitive situations.
g) Identify counsellor services that need improvement.
h) Discuss alternatives, strategies, and procedures for implementing change.
i) Identify possible consequences of failure to keep commitments.
j) Outline school ethical guidelines and procedures for maintaining confidentiality.
k) Discuss situations in which confidentiality does not apply.
l) Discuss alternatives for following ethical guidelines without destroying trust of student.

The supervisor will reinforce classroom learning by reviewing ethical guidelines and procedures, discussing sensitive cases, and providing constructive feedback to the counsellor as the need arises.

**EXPECTED OUTCOMES:**

The participant will be able to:

1.2 f) Report or discuss personal student data in accordance with school policy and ethical guidelines.

2.1 Carry out responsibilities in a professional manner.

a) Utilize professional community ethics and behaviour at all times.
b) Represent the school positively at all times.
c) Avoid gossip and criticism of others.
d) Consult appropriately on sensitive or potential conflict issues.
e) Discriminate between duty and beyond the call of duty.
g) Maintain objectivity in dealing with friends and relatives.
h) Seek ways to improve counsellor services.
i) Follow up on commitments.

2.2 Follow guidelines for professional ethics.

a) Maintain confidentiality in accordance with school policy.
b) Inform students beforehand of situations in which confidentiality will not apply.

| CLASSROOM | ON-JOB |
| --- | --- |
| | 2.2 c) Inform students beforehand that under ordinary circumstances as indicated need to involve parents or other staff will be discussed with them first.<br>d) Inform appropriate personnel of a crisis situation in which the student or others have been harmed or are in danger.<br>e) Inform appropriate personnel if knowledge of an illegal act is gained. |

# MODULE 1C: PROFESSIONAL DEVELOPMENT

| CLASSROOM | SEPT. 1983 | ON-JOB | SEPT. - OCT. 1983 |
|---|---|---|---|

Classroom instruction is integrated with Module 1A. In addition to expectations regarding training, attention will be paid to self-awareness, self-assessment, and goal setting.

**EXPECTED OUTCOMES:**

**The participant will be able to:**

a) Outline the expectations of New Careers and Frontier Division regarding training.
b) List ways in which adult learning differs from child learning.
c) List factors that help adults to learn.
d) Set job goals for the next two months.
e) Set learning goals for adult basic education skill development.
f) Identify five strengths and five weaknesses in current skill levels.
g) Identify learning opportunities and planned measures to overcome weaknesses.
h) Describe a negative or unsuccessful experience and identify what one has learned from it.
i) Discuss criteria for collection and reporting of information to staff.
j) Identify two articles or books that participant will read in the next month.
k) Discuss sources for "professional" reading materials.
l) Identify two issues or situations that participant will discuss with supervisor in the next month.

The supervisor will facilitate the transfer of classroom learning to the continuance of professional development as an integral part of job performance, by discussion of principals, identification and encouragement of professional development activities, monitoring of assignments, and ongoing mutual assessment of strengths and weaknesses.

**EXPECTED OUTCOMES:**

**The participant will be able to:**

3.1 Participate in classroom and on the job training during the training period.

a) Attend all training sessions as required.
b) Prepare homework and assignments as requested.
c) Set personal and professional development goals.
d) Evaluate own learning progress.

3.2 Participate willingly in optional professional training and development activities to further knowledge and skills that are advantageous to counsellor effectiveness.

a) Develop adult basic education skills as appropriate.
b) Assess own strengths and weaknesses.
c) Identify and participate in learning opportunities that will help to develop specific strengths and overcome weaknesses.
d) Identify what has been learned from past experiences and mistakes that can be applied to future learning.

| CLASSROOM | ON-JOB |
| --- | --- |
| | 3.3 Keep up-to-date with developments in the field of school counselling for purposes of increasing counsellor service effectiveness.<br><br>a) Participate in job related seminars, workshops, meetings, conferences, and inservice activities.<br>b) Collect pertinent information from sessions.<br>c) Read professional books, pamphlets, articles, and journals.<br>d) Provide administration and other staff with helpful information and ideas.<br>e) Inform administration and other staff of new developments in the counselling field. |

MODULE 2A: THE HELPING RELATIONSHIP
AND INTERPERSONAL COMMUNICATION 10 days
2B: CONSULTATIVE COMMUNICATION

MODULE 2A: THE HELPING RELATIONSHIP AND INTERPERSONAL COMMUNICATIONS

| CLASSROOM | DEC. 1983 | ON-JOB | DEC. - JAN. 1984 |
|---|---|---|---|

This workshop is designed to help individuals improve their interpersonal communication skills. Concepts are discussed, skills demonstrated, identified, and practised in role play situations. Feedback is given and evaluation completed by extensive use of audio visual aides in combination with written assignments. Integration is made with consultative communication Module 2B.

EXPECTED OUTCOMES:

The participant will be able to:

a) Differentiate between one and two way communication.
b) Describe theoretical basis of communication.
c) Attend verbally and non-verbally.
d) Listen actively.
e) Paraphrase.
f) Observe non-verbal behaviours.
g) Describe behaviours.
h) Identify own feelings.
i) Identify feelings of others.
j) Differentiate between description and expression of feelings.
k) Interpret behaviours and check out perceptions.
l) List freeing effects on communication.
m) List binding effects on communication.
n) Provide constructive feedback.
o) Receive feedback constructively.
p) Ask open-ended questions.
q) State ideas clearly.

The on-the-job component is designed to facilitate the integration of knowledge and skills learned in the classroom, through the performance of tasks emphasizing these skills (listed below). The supervisor will observe interactions of the counsellor with other staff, parents, and students and provide feedback in orde that communication skills can be improved and mastered.

EXPECTED OUTCOMES

The participant will be able to:

1.1 d) Establish appropriate effective working relationships with other staff members.

1.4 Establish positive helping relationships with staff, parents and students.

a) Initiate informal contacts and conversations.
b) Attend verbally and non-verbally.
c) Listen actively.
d) Use good communication skills.
e) Demonstrate acceptance of self and others.
f) Communicate respect for the dignity, worth, and individuality of each person.
g) Communicate concern and a willingness to help.
h) Ma'ntain a sense of humour.
i) Make commitments only when it is certain they can be kept.

| CLASSROOM | ON-JOB |
|---|---|
| r) Identify components essential to a helping relationship.<br>s) Identify strengths and weaknesses of self, as a helper.<br>t) Use telephone answering skills. | 1.7 Communicate openness and develop rapport with students in order to facilitate individual development of trust, self-esteem, and pride.<br>a) Initiate informal contact and conversations with students.<br>b) Arrange to meet individually with all students in top two grades.<br>c) Arrange to meet with other students individually, according to needs and priorities.<br>e) Invite students to come in to talk.<br>f) Provide constructive feedback to students.<br>h) Maintain regular contact and follow-up. |

MODULE 2B: CONSULTATIVE COMMUNICATION

| CLASSROOM | DEC. 1983 | ON-JOB | DEC.- JAN. 198- |
|---|---|---|---|

Classroom instruction will assist the participant to develop the concept of a wholistic approach to working with the child. Case studies and examples might be used to identify the need, timing, and participants of the consultation process. Integration of consultation skills can be made through role plays in Module 2A, and further refined in **Assertive Communication** or **Introductory Counselling Skills.**

EXPECTED OUTCOMES

The participant will be able to:

a) Identify situations which warrant consultation.
b) Suggest who to involve in consultation in specific cases.
c) Discuss alternatives for involvement of others in the consultation process.
d) Outline steps in the consultation process appropriate to specific situations.
e) Identify types of information that may be appropriate for consultation purposes in specific situations.

The supervisor will discuss with the participant situations in which consultation is warranted and will assist in the development of consultation process and skills. Guidance and constructive feedback will be provided so that the participant develops, refines, and integrates consultative skills into job performance.

EXPECTED OUTCOMES

The participant will be able to:

1.2 Work co-operatively, effectively, and in consultation with teachers, administrative and support staff, and parents in order to promote the physical, social, psychological emotional, and intellectual well-being of the student.

a) Use good judgement in identifying need for consultative discussion.
b) Use good judgement in identifying who needs to be involved at what particular point (parent, teacher, student, principal)
c) Negotiate time and place for meetings and discussion.
d) Collect pertinent data and background information prior to the meeting.
g) Communicate ideas and opinions clearly.
h) Listen to opinions and ideas from other team members.
i) Participate in consultative discussions initiated or requested by parents or other staff members.

| CLASSROOM | ON-JOB |
|---|---|
| | 1.6 Provide liaison services between parents or guardians and the school, as appropriate.<br><br>a) Encourage parents/guardians to discuss, with appropriate school staff, concerns they may have.<br>b) Encourage teachers to meet with parents and students.<br>c) Arrange for parent/staff/student meetings in a non-threatening environment.<br>d) Support parents by attending a portion or all (as appropriate to individual situations or circumstances) of the parent-staff member meeting.<br>e) Assist teachers in explaining concerns to parents.<br>f) Provide interpreter services as required for parent/staff member/student meetings. |

MODULE 3 A: ASSERTIVE COMMUNICATION — 5 days
B. INTRODUCTION TO COUNSELLING } 5 days
C: RESOURCE IDENTIFICATION }

MODULE 3A: ASSERTIVE COMMUNICATION

CLASSROOM FEBRUARY, 1984 ON-JOB FEB. - MARCH, 1984

Classroom instruction will provide opportunity for the participants to examine and recognize their own defensive and self-defeating behaviour patterns, to develop assertive communication skills, and to practise alternative ways of responding to or coping with specific difficult situations encountered in the work setting. Extensive use of work-related role plays including those relevant to resource identification (3C) and the consultation process (2B), will be made.

EXPECTED OUTCOMES:

The participant will be able to:

a) Differentiate between assertive, non-assertive, and aggressive behaviours.
b) Discuss beliefs and interpretation that frequently underlie self-defeating behaviours.
c) Identify own behaviour style in various situations.
d) Identify beliefs and interpretations that influence own behaviour.
e) Describe how beliefs and self-concept influence behaviour generally.
f) Discuss assertive human rights.
g) Identify alternatives to self-defeating behaviours.
h) List advantages and disadvantages of alternatives.
i) Differentiate between "fogging" "broken record" "disagreeing diplomatically".
j) Use "fogging" skills.

Although no specific job component is included for assertive communication, skills are particularly relevant to counsellor competence in difficult situations. At this time the supervisor might assist the participants to integrate these skills into the consultation process with parents and staff.

EXPECTED OUTCOMES:

The participant will be able to:

2.1 (f) Work assertively without dominating others

1.5 Promote and support parental or guardian involvement in their child's development and school related matters

a) Using good judgement and following ethnical guidelines discuss with parents/guardians student development or problem related concerns.
b) Encourage parents/guardians to share concerns.
c) Determine whether students experiencing problems in school are also having problems at home or in community.
d) Record matters and document behaviours that may be helpful in determining student problem areas.
e) Discuss with parents/guardians steps planned or taken by the school for the child's benefit.

| CLASSROOM | ON-JOB |
|---|---|
| k) Use "broken record" skill.<br>l) Use "disagreeing diplomatically" skills.<br>m) Identify specific situations one wishes to handle more assertively.<br>n) Demonstrate use of assertive skills in these situations.<br>o) Use assertive communication in speaking to a group.<br>p) Use assertive skills in participating in group discussions.<br>q) Use assertive, non-defensive communication in responding to criticism.<br>r) Use assertive skills in resolving a conflict situation. | f) Encourage parents/guardians to offer their suggestions for helping the child.<br>g) Encourage parents/guardians to visit school and attend school functions.<br><br>4.3 Assist teachers, when requested, in arranging tutoring programs for students.<br>a) Discuss with teacher the need, expectations, and preferred arrangements.<br>b) Discuss with parents/guardians and students the needs and expectations regarding remedial, missed work, or homework assignments.<br>c) Arrange with teacher, parents, student and, if appropriate, tutor, for time to assist student in assignments.<br>d) Request parent support in facilitating assignment completion.<br>e) Maintain contact with the student to encourage and support the completion of assignments. |

# 3B INTRODUCTION TO COUNSELLING

| CLASSROOM | FEBRUARY 1984 | ON-JOB | FEB. - MARCH 198- |
|---|---|---|---|

This course is designed to develop an overview of counselling and to provide opportunity to practise skills basic to the initial stages of the helping process. Application is made to commonly encountered work situations. Audio and videotaped role plays are used extensively.

EXPECTED OUTCOMES:

The participant will be able to:

a) State a definition of counselling.
b) Provide a rationale for counselling.
c) Outline the developmental stages in the counselling process, pre-helping, self-exploration, self-understanding, action planning.
d) Differentiate between the information gathering interview and the counselling session.
e) Begin counselling sessions appropriately:
   i) greet client appropriately
   ii) facilitate or clarify reason for session.
   iii) clarify expectations and guidelines (time limits, note-taking, advice giving, confidentiality limits, counsellor and student expectations, etc.)
   iv) put client at ease.
   v) "tune into" client (listens, attends, responds)
   vi) ease into counselling session from "casual or informal" talk.

As the participant gains additional classroom training, skill development and increased opportunity to practise counselling skills on-the-job, competence levels will also increase. While every attempt should be made by the supervisor to provide opportunity for practise and to facilitate the integration of skills and knowledge, it must be remembered that counselling skill mastery is a gradual process achieved only with experience.

EXPECTED OUTCOMES:

The participant will be able to:

6.1 Establish basis for counselling relationship.

a) Inform students of "open door" policy.
b) Encourage students to "come in" to talk, to discuss concerns, or to request assistance.
c) Arrange to meet individually with all students in the top two grades
d) Identify students who may need counselling and approach them.
e) Invite and accept referrals from staff and parents.
f) Offer support and help to students with problems.

6.2 Prepare for counselling sessions

a) Arrange with student (and teacher if appropriate) on time and place for session.
b) Review background materials.
c) Determine session objectives.
d) Take care of "business" to avoid interruptions.
e) Prepare self for session (relaxation techniques, clearning mind of other details, etc.)

| CLASSROOM | ON-JOB |
|---|---|
| | 6.3 Begin counselling sessions appropriately<br><br>a) Greet student appropriately.<br>b) Put student at ease.<br>c) Ease into counselling session from "informed" talk.<br>d) Facilitate or clarify reason for session.<br>e) Clarify expectations and guidelines (e.g. time limits, note taking, advice giving, confidentiality limits, counsellor and student expectations, etc.)<br><br>6.4 a) Listen actively.<br>b) Attend verbally and non-verbally.<br>c) Communicate effectively (appropriate use of questions, information provision, paraphrase, perception check, identification of feelings, etc.) |

## 3C. RESOURCE IDENTIFICATION

| CLASSROOM | FEBRUARY, 1984 | ON-JOB | FEB.- MARCH, 1984 |
|---|---|---|---|

Classroom instruction in this module will be limited to four components.

a) examination of ways in which resources can be identified.
b) identification of kinds of information to be gathered about resources.
c) identification of appropriate questions to use in information gathering.
d) outline a format for summarization and retention of information.

Its purpose is to prepare participants for the completion of an on-the-job assignment, with the following expected outcomes, subsequent to the completion of this training session.

EXPECTED OUTCOMES:

The participant will be able to:

a) Outline alternatives for identification of school system resources, service agencies, community groups.
b) List information to be gathered about resources (may vary by type).
c) Outline questions to use in interview and information search.
d) Outline a format for summarization and retention of information (e.g. summary sheet, file cards, etc.)

The supervisor will assist the trainee in the identification of agencies, groups, and resources, and will provide supervision in the gathering and summarization of information in accordance with the format learned in the classroom. This will form the basis for task performance is outlined below.

EXPECTED OUTCOMES:

The participant will be able to:

7.1 <u>Establish a directory of school system specialists and resource people</u>:

a) Identify school system specialists and resource people.
b) Determine services provided by each specialist or resource person.
c) Determine referral procedures.
d) Summarize information, including addresses and phone numbers.
e) Establish contact with resources when or where appropriate.

7.2 <u>With the principal, establish a networking system with home community resources</u>.

a) Identify community resource people and agencies who can support general goals of, or provide supplemental services to, the school.
b) Establish contact with all other community human resource workers.

| CLASSROOM | ON-JOB |
|---|---|
| | 7.2 c) Provide resource workers with information about school counsellor role and services.<br>d) Determine what services are provided by resource workers, and how they might help students, staff, or parents.<br>e) Identify areas of mutual concern, overlap, complimentary services.<br>f) Discuss with workers ways to help each other.<br>g) Clarify, with workers, referral process.<br>h) Outline in writing the purpose, services provided, numbers and types of clientele, and contact persons of service agencies, community groups, or other resources.<br>i) Keep profile summaries of each agency, with information obtained.<br>j) Inform staff, as appropriate, of available community resources and services.<br>k) Maintain ongoing contact with resource workers in order to draw on, or compliment, each other's services. |

MODULE 4A: INTRODUCTION TO CAREER COUNSELLING } 5 days
4B: FILING SYSTEMS
4C: SCHOOL COUNSELLORS' CONFERENCE 5 days

CLASSROOM APRIL, 1984 ON-JOB APRIL - JUNE, 1984

The purpose of classroom instruction is to develop basic skills in information search, assessment, organization, and display. The participant will develop knowledge of the kinds of information to collect as well as the alternatives available for assisting the student in self-exploration and assessment. Participants, upon completion of this portion of training, should have some tools and skills to assist them in developing a career resources library and preparation for the first three stages of career counselling. Opportunity is provided for field assignment and future sharing of information sources and information gathered (e.g. categories are divided among participants for search, summary, and reporting back at later session.

EXPECTED OUTCOMES

The participant will be able to:

a) State a definition of career counselling.
b) Provide a rationale for career counselling.
c) Outline the development stages in career counselling: self-exploration and appraisal; exploration of the world of work, consideration of environmental practicalities, decision-making and action planning, educational preparation and/or job search.
d) Prepare (collectively) a list of career job, and educational information sources.
e) Prepare (collectively) a listing of kinds of information to collect.

The supervisor will assist the trainee in information source identification, information gathering, process and budget for materials purchase, and arrangement of space for storage and display. Where a librarian or library technician is on staff, the supervisor will facilitate in obtaining assistance for the counsellor in the development of a career education and resource library, (information sources, obtaining resources, organizing, cataloguing, display).

EXPECTED OUTCOMES

The participant will be able to:

5.1 <u>Develop a career education and resources library</u>.

a) Gather information related to careers and the world of work, and appropriate to respective grade levels:
   i) careers and specific jobs (e.g. job families, non-traditional occupations, brief job descriptions, educational requirements and routes, pre-requisite skills and abilities, working environment and conditions, advantages and disadvantages, salaries, etc.)

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f) Prepare (collectively) a list of information sources. Begin to prepare a bibliography of resources: books, pamphlets, films, filmstrips, audio visual aides, etc.
g) Examine and critically discuss systems for classifying the world of work.
h) Identify categories to assist in organizing information.
i) Use information search skills.
j) Identify criteria for assessing literature and information (e.g. author, when, where, and for whom published, purpose intended, accuracy, relevance, readability, attractiveness, etc.)
k) Assess literature examples according to criteria.
l) Develop (collectively) a format for summarizing information.
m) Summarize sample information according to format.
n) Discuss ideas for information storage and display.
o) Discuss ways of creating interest in materials.
p) Examine and critically discuss alternative tools for assisting students in self-appraisal of skills, abilities, interests, aptitudes, aspirations, values, preferences, strengths, weaknesses.
q) Summarize various advantages and disadvantages of self-appraisal tools (testing, observation techniques, anecdotal records, rating scales, fact-finding interviews, personal data blank, autobiography, counsellor-parent interviews, sociometry, group discussion, values clarification and self-awareness exercises.

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ii) labour market conditions (e.g. trends, projections, manpower shortages and surplusses, skill demand areas, geographically limited opportunities, unemployment rates.
iii) world of work/labour standards occupational health and safety, role of unions, technological change, women in the labour force, employment issues for natives).
iv) Special employment programs.
v) Employment agencies and their services.
vi) Local job opportunities.

b) Gather information related to educational programs and opportunities
i) High school programs, options, and the credit system
ii) Post-secondary institutes and programs.
iii) Institute preparation programs.
iv) Special tutoring programs.
v) Financial assistance and student aid.
vi) Considerations for institute attendance and urban living (e.g. housing, transportation, recreation, finances, support systems etc.).

c) Prepare information packages, summary sheets, or handbooks on certain topics (e.g. financial assistance.
d) Organize information according to appropriate categories and grade levels.
e) Arrange information so that it is orderly and easily accessible.
f) Keep materials up-to-date.

| CLASSROOM | ON-JOB |
|---|---|
| r) Examine and critically discuss prepared instruments for self-appraisal (e.g. Holland's Self-Directed Search, Balles' Job Hunting Map, CEC Choices, etc.)<br>s) Identify and discuss practical and environmental limitation factors (e.g. financial, family support, length of educational preparation, geographic limitations, etc.).<br>t) Identify job search materials (e.g. resume writing, job interviews, etc. for collection purposes.<br>u) Discuss various approaches to and considerations for the implementation of career education and counselling programs with the schools. | 5.2 In co-operation with staff, assist students to explore and develop awareness of careers and the world of work, as appropriate to various grade levels.<br>a) Encourage students to browse through information.<br>b) Help students identify additional sources of information.<br>c) Assist students to locate specific information.<br>d) Assist students to assess information. |

MODULE 4B: FILING SYSTEMS

| CLASSROOM | APRIL, 1984 | ON-JOB | APRIL - JUNE, 1984 |
|---|---|---|---|

Classroom instruction will introduce a model filing system to follow guidelines for types of files to keep, and information to include in them, will be discussed. Integration may be made with Module 4A, organization of career education materials.

EXPECTED OUTCOMES

The participant will be able to:

a) Outline the rationale for keeping an up-to-date file system.
b) Summarize briefly the filing system the participant intends to use.
c) Outline categories to include in filing system.
d) Discuss guidelines for determining file content and inclusion (e.g. harmful to student in future, confidentiality).
e) Differentiate between information to keep for own files and that to be forwarded to central office files.
f) Discuss file access (e.g. confidentiality).

The supervisor will assist the trainee in the establishment, organization, and maintenance of filing system. Attention will be paid to identifying what should be included in counsellor files, and what in other school files. The supervisor will also periodically review file contents to ensure ongoing skill development in preparation and inclusion of written documentation for file. The supervisor may arrange for assistance of the school clerical staff, as appropriate.

EXPECTED OUTCOMES

The participant will be able to:

9.2 Establish and maintain student file system according to school policies, procedures, and guidelines.

a) Open files as required.
b) Organize files systematically.
c) Systematically number, organize and file all written materials into appropriate file.
d) Keep files up to date.
e) Ensure confidentiality of files in accordance with ethical guidelines.

MODULE 5A: TIME MANAGEMENT (1½ days)
5B: PREVENTION/EDUCATION (workshops, presentations, field trips public speaking) (7 days)
5C: REFERRALS
5D: INFORMATION RECORDING } 1½ days

MODULE 5A: TIME MANAGEMENT (1½ days)

| CLASSROOM | ON-JOB |
|---|---|
| This training session will provide opportunity for the participant to examine own work habits and behaviors, and to develop techniques that can be used to more efficiently manage time. | The supervisor will provide assistance to the participant in planning and scheduling daily, weekly, and monthly activities, in setting priorities, in monitoring deadlines, and by providing feedback on task performance. |
| EXPECTED OUTCOMES: | EXPECTED OUTCOMES: |
| The participant will be able to: | The participant will be able to: |
| a) Outline kinds of information that should be recorded in daily journals.<br>b) Identify improvements to be made on past journal recordings, based on an assessment of own journal.<br>c) Prepare samples of daily journal entry.<br>d) Outline criteria for setting priorities<br>e) List priorities for first day, week, month back at work.<br>f) Identify activities or projects that can be undertaken when one has spare time.<br>g) Describe factors or situations that may interfere with scheduling and deadlines.<br>h) List criteria for rescheduling priorities.<br>i) Summarize behaviors that participant uses that are time wasting.<br>j) Identify ways to improve own time management behaviors.<br>k) Set personal goals for time management improvement. | 3.4 Manage time effectively<br>a) Record appointments, meetings, visits, and training sessions in daily appointment book.<br>b) Develop a system and criteria for setting priorities.<br>c) Develop a system to ensure follow-up occurs.<br>d) Priorize work for day, week, month.<br>e) Prepare a work plan for the day and week, with reasons for what is to become and in what priority.<br>f) Follow through according to schedules, making allowances for "open door policy" to students.<br>g) Handle special requests and crisis situations without reacting negatively.<br>h) Reschedule activities, as required, effectively.<br>i) Set deadlines for specific work activities.<br>j) Meet required deadlines without having to be reminded.<br>k) Arrive at work, meetings, and training sessions on time.<br>l) Recognize behaviors that waste |

| CLASSROOM | ON-JOB |
|---|---|
| | 3.4 Manage time effectively<br>m) Identify ways in which past patterns of time management right be improved.<br>n) Develop new patterns and techniques of effective time management.<br>o) Manage time effectively to meet both school and personal objectives.<br>9.1 a) Record activities in daily journal. |

## 5B: PREVENTION AND EDUCATION
(workshops, presentations, field trips, public speaking)

### CLASSROOM

Classroom instruction will emphasize the development of practical skill in the planning and organization of workshops, workshop presentations, and public speeches. Application will be made to the delivery of student workshops and community information and education sessions. Practice sessions will be videotaped and reviewed so that the participant will learn to analyze strengths and weaknesses for improvement purposes. Factors for consideration in planning and conducting field trips will also be discussed.

EXPECTED OUTCOMES:

The participant will be able to:

a) Define specific workshop objectives.
b) Outline workshop agenda.
c) Identify arrangements that need to be made for workshop conduct (e.g. time, facilities, room layout, equipment, resource persons, materials, coffee).
d) Define target group.
e) Outline alternatives for workshop promotion or publicity.
f) Define presentation purpose.
g) State specific learning objectives of presentation.
h) Gather relevant information.
i) Prepare presentation outline.
j) Prepare presentation.
k) Deliver presentation using a variety of appropriate techniques:
   i) exposition
   ii) demonstration
   iii) questioning
   iv) discussion
   v) role playing
   vi) simulation games

### ON-JOB

The supervisor will assist the participant in planning and preparing for student or community workshops. The delivery of these sessions should be monitored and feedback provided so that skills may be mastered and integrated into the performance of tasks as herein outlined.

EXPECTED OUTCOMES:

The participant will be able to:

4.4 a) Assist teachers in developing opportunities for students to come into direct contact with cultural talents of their own peoples through the participation of community individuals in classroom activities or special school events.
   b) Assist teachers in organizing educational field trips, where possible, to familiarize students with cultural differences.
   c) Plan with teachers cross-cultural days in which a variety of cultures are represented.

4.5 a) Arrange, in consultation with principal, and in co-operation with appropriate staff members and community resource people, resources for preventative group session work on topics appropriate to school and community (speakers, films, materials, etc.)

| CLASSROOM | ON-JOB |
|---|---|
| l) Use presentation aides, as appropriate:<br>i) tape recorder<br>ii) film and film projector<br>iii) overhead projector<br>iv) slide projector<br>v) flip chart<br>vi) chalkboard<br>m) Outline conditions that facilitate learning.<br>n) Describe ways to create positive learning environment.<br>o) Differentiate between the types of speeches.<br>p) Describe the various methods of delivering a speech.<br>q) Outline the advantages and disadvantages of various delivery methods.<br>r) Write a clearly stated purpose sentence.<br>s) Prepare a well organized outline.<br>t) Develop main idea with supporting details.<br>u) Use appropriate examples and illustrations.<br>v) Communicate message clearly.<br>w) Deliver a 2 minute impromptu speech.<br>x) Deliver a 5-10 minute prepared speech.<br>y) Handle questions from audience.<br>z) Assess own presentations and speeches to identify areas for improvement.<br>aa) Accept constructive criticism.<br>bb) Identify considerations and arrangements required in planning field trips. | 4.3 b) Gather and provide to students, in consultation with the principal, appropriate information and literature relevant to community and student-related problems and concerns (e.g. alcohol and drug abuse, vandalism, delinquency, teenage suicide, etc.)<br><br>5.2 f) Plan, in consultation with principal and staff, for "career days".<br>g) Encourage the participation of community and/or native role models in group sessions, career days, or classroom instruction.<br>h) Assist teachers in organizing field trips to familiarize students with careers and/or jobs.<br><br>5.5 d) Assist teachers in organizing field trips to familiarize students with educational institutes and programs.<br><br>8.1 <u>Inform the community of school counsellor role and services available</u><br>a) Inform the School Committee about the counsellor's role, responsibilities, training program, and services provided.<br>b) Develop ways to inform the general community of the school counselling program and services.<br>c) Plan, organize, and deliver workshops related to counsellor role and services.<br>d) Speak to appropriate community groups or at appropriate community functions about counsellor roles and services.<br>e) Prepare information packages for distribution to general public. |

# 5C: REFERRALS

## CLASSROOM

The workshop is designed to provide participants with the opportunity to identify guidelines for and practise skills in using effective referral techniques and follow-up procedures. Integration of follow-up can be made with module 5A, Time Management, and referral documentation with module 5D, Information Recording. This module should also make reference to module 3C, Resource Identification.

EXPECTED OUTCOMES:

The participant will be able to:

a) Outline guidelines for making referrals.
b) Use effective practical techniques in making referral.
c) State rationale and importance of conducting follow-up.
d) Outline guidelines for effective follow-up.

## ON-JOB

The supervisor will monitor referral and follow-up procedures and techniques used on-the-job to ensure effective skill integration. Guidelines specific to the school should be provided to and discussed with the participants.

EXPECTED OUTCOMES:

The participant will be able to:

1.2 k) Conduct follow-up on all referrals from parents or other staff members.

4.1 c) Refer student questions appropriately to other staff members.

7.3 Refer students, in consultation with principal and parents, to community resource workers or specialists.

a) Determine, on the basis of counselling or referral from staff, when student needs the service of another resource person.
b) Determine which resource might best meet the need of the student.
c) Discuss the matter with the principal to obtain advice and approval.
d) Discuss the need for referral with parents/guardians.
e) Obtain parental/guardian consent in accordance with school policy.
f) Discuss the matter with the student.
g) Refer the student to the resource, making contacts and arrangements, as appropriate.

CLASSROOM

ON-JOB

7.3 h) Provide resource with relevant background information.
i) Conduct follow-up as appropriate.
j) Record the referral and follow-up in student file.

7.4 Assist teachers in making and documenting appropriate referrals to school system specialists or resource persons.

a) Discuss with teachers the need for referral.
b) Discuss with parents/guardians the need for referrals.
c) Obtain parental/guardian consent in accordance with school policy.
d) Support teachers in ensuring that referral meeting takes place.
e) Support student, as required, in referral process.
f) Conduct referral follow-up with teachers, parents, students, as appropriate.
g) Inform teachers of assessment, special learning disability, or behavioral problem, as indicated by specialist.
h) Inform teachers of follow-up needs as recommended by specialist.
i) Keep accurate, up to date records of referrals, and of students progress, as part of follow-up.

8.2 Provide liaison and referral services for community members to the school.

a) Assist by answering questions from community members about the school.
b) Refer questions to appropriate staff or school committee.
c) Follow-up concerns to ensure they dealt with or resolved.
d) Encourage community members to attend school functions.

# 5D: INFORMATION RECORDING

## CLASSROOM

The classroom session will include a discussion of types of information to be recorded, and practise in objective recording and documentation. Integration can be made with module 2A, Communication Skills.

EXPECTED OUTCOMES:

The participant will be able to:

a) Discuss various purposes for information recording.
b) Identify types of information to record for various purposes.
c) Record a sample referral.
d) Record a sample follow-up.
e) Write behavior description statements (from simulated situation).
f) Differentiate facts from opinions in writing (from simulated situation).
g) Differentiate between observations and interpretations in writing (from simulated situation)

## ON-JOB

The supervisor will review with the participant relevant forms, their purpose and use, and procedures for form processing. Assistance and supervision will be provided to the participant to facilitate skill development in the determination and objective recording of pertinent data for informational or documentation purposes.

EXPECTED OUTCOMES:

The participant will be able to:

1.2 d) Collect pertinent data and background information prior to meetings with parents, staff, students.
j) Summarize pertinent student-related information from meetings for inclusion in student file.

9.1 b) Complete required forms accurately.
c) Forward completed forms as required.
d) Summarize and record student-related information obtained from meetings with parents, students, teachers, and administrative staff.
e) Summarize and record counselling sessions.
f) Record referrals and follow-ups.
g) Document concerns or situations, where possible, with facts and reported or observable behaviors.
h) Differentiate between facts and opinions, observations and interpretations.
o) Keep records up to date.

MODULE 6: GROUP DYNAMICS AND LEADERSHIP SKILLS (10 days)

| CLASSROOM | ON-JOB |
|---|---|
| This training session will include examination of types of groups, roles and functions of members, stages of development, therapeutic forces and leadership styles. Emphasis will be placed, however, on providing opportunity for the participant to develop practical skills in leading student groups. To this end, a variety of group exercises (self-awareness, self-assessment, values clarification, decision-making, etc.), which are applicable to career education or student development, will be used in simulated, role-playing situations. Practice will also be provided in the preparation for and conduct of meetings. | The supervisor will assist the participant in the promotion and establishment of student group work within the school, to meet a variety of needs and purposes. Supervision and feedback should be provided to the participant so he/she can continuously develop and integrate group leadership skills into job performance. Skill mastery will depend very much upon the available opportunities for experience, practice, and constructive criticism. |
| EXPECTED OUTCOMES: | EXPECTED OUTCOMES: |
| The participant will be able to: | The participant will be able to: |
| a) Outline different types of groups.<br>b) Outline stages of group development.<br>c) Recognize the following task and maintenance functions:<br>i) initiator<br>ii) active listener<br>iii) information-giver<br>iv) information seeker<br>v) encourager<br>vi) summarizer<br>vii) evaluator<br>viii) gate keeper<br>d) Assist the group to establish ground rules.<br>e) Assist the group to clarify goals.<br>f) Facilitate progress towards goals by performing a variety of task and maintenance functions.<br>g) Encourage participation and good communication.<br>h) Recognize non-functional roles.<br>i) Intervene facilitatively when a group member exhibits a non-productive role function- | 1.1 f) Participate effectively in staff meetings by performing a variety of task and maintenance functions.<br>1.2 e) Lead meetings when appropriate or required.<br>1.7 d) Arrange to meet with students on a group basis, as appropriate to purpose or special interests.<br>4.1 Work with student, on an ongoing basis and, in particular, at the elementary levels, to clarify the purpose of schooling and its relevance to future lifestyle.<br>a) Discuss with students their values and beliefs regarding the school system.<br>b) Provide clarification and promote discussion of student questions.<br>d) Promote discussion of students' feelings about school.<br>e) Assist students to make connections between present learning and future as an adult |

| CLASSROOM | ON-JOB |
|---|---|
| j) Keep contribution of members on topic or related to task.<br>k) Examine process and make necessary changes so group session proceeds smoothly.<br>l) Speak clearly and specifically.<br>m) Use force field analysis to promote group problem solving.<br>n) Help the group assess whether goals have been reached.<br>o) Close session appropriately (by summarizing, contracting, outlining next steps, etc.)<br>p) Set meeting agenda.<br>q) Set overall tone of meeting.<br>r) Conduct meeting according to agenda.<br>s) Record and write meeting minutes.<br>t) Summarize main meeting points.<br>u) Differentiate between autocratic, democratic, laissiz-faire, and peacemaker leadership styles.<br>v) Identify components of own leadership style.<br>w) Set goals to improve leadership style. | 4.5 c) Discuss with students, individually and in groups, their beliefs, values, opinions and feelings about community, social, and student-related problems or concerns.<br>d) Discuss with students, individually and in groups, the effects of peer pressures, alternatives to social problem behaviors, positive coping behaviors, and preventative measure options.<br>5.2 e) Conduct group information or discussion sessions, as appropriate, for specific purposes (e.g. to orient students to and promote use of career resources library).<br>5.3 a) Conduct group sessions and exercises that will help students identify their skills, abilities, interests, aptitudes, aspirations, values, lifestyle preferences, strengths, weaknesses, personal limitations, and potential. |

MODULE 7A: COUNSELLING SKILLS - SCHOOL FOCUS
7B: CAREER COUNSELLING SKILLS } 10 days

MODULE 7A: COUNSELLING SKILLS

| CLASSROOM | ON-JOB |
|---|---|
| This course is designed to provide knowledge of and opportunity to practise the core conditions, stages, and skills in the helping process. Special areas of counselling, such as interviewing, ethical guidelines, problem solving, and dealing with resistance are included. Role plays and videotaped practice counselling sessions are used extensively. Integration is made with module 6B, Career Counselling, and simulated work situations related to absenteeism and other student problems. It is suggested that participants be requested to tape field counselling sessions for additional practise, review and feedback. | As the participant gains increasing opportunity to practise counselling skills on-the-job, competence levels will increase. Opportunity should be provided for the participant to tape and receive feedback on counselling sessions. While every attempt should be made by the supervisor to facilitate the integration of skills and knowledge, it must be remembered that counselling skill mastery is a gradual process achieved only with experience. |
| EXPECTED OUTCOMES: | EXPECTED OUTCOMES: |
| The participant will be able to: | The participant will be able to: |
| Use skills in counselling appropriately: | 4.2 In consultation with teachers and parents, work with students who have been absent frequently or for a prolonged period. |
| a) Empathy<br>b) Genuineness<br>c) Respect<br>d) Warmth<br>e) Concreteness<br>f) Self-disclosure<br>g) Confrontation<br>h) Immediacy<br>i) Respond facilitatively to silences and resistance.<br>j) Direct session so expectations of counsellor and student are met.<br>k) Assess comfort level of client and make appropriate changes.<br>l) Assist client in exploration and gaining understanding of self and problems. | a) Accept referrals from teachers or administrative staff.<br>b) Obtain background information and attendance data.<br>c) Discuss with teachers their concerns about the student and absenteeism.<br>d) Discuss with students and parents/guardians the absenteeism, reasons for it, possible consequences and effects.<br>e) Develop a plan of action for working with the student, in consultation with staff, parents/guardians, student. |

| CLASSROOM | ON-JOB |
|---|---|
| m) Use problem-solving skills in counselling:<br>i) Help client to clarify and state concerns<br>ii) Gather information about the situation<br>iii) Identify additional problems or issues<br>iv) Help client priorize concerns<br>v) Develop specific short and long term goals with client<br>vi) Assist client to examine alternatives<br>vii) Help client make own decisions or plan of action.<br>n) Complete session and plan for follow-up:<br>i) Summarize and review issues and progress<br>ii) Discuss steps or action agreed upon<br>iii) Obtain client commitment<br>iv) Set time frame for action<br>v) Set time and place for next session<br>vi) Terminate on positive note where possible.<br>o) Outline ethical guidelines in counselling.<br>p) Outline guidelines for referral. | 4.6 e) Work with student to ease transfer.<br>f) Provide liaison services, if required or appropriate, to students whose parents reside in a different community, or to parents whose children are students in another school.<br><br>6.4 <u>Use counselling skills appropriately in conducting session</u>.<br>d) Use counselling skills appropriately (empathy, respect, genuineness, warmth, concreteness, self-disclosure, confrontation, immediacy).<br>e) Assist student to explore and understand self, problems, concern, situation.<br>f) Assess comfort level of student and make appropriate changes.<br>g) Respond facilitatively to silence and resistance.<br>h) Direct session so expectations of counsellor and client are met.<br><br>6.5 <u>Use problem solving skills in counselling</u>.<br>a) Help student to clarify and state concerns.<br>b) Gather information about situation.<br>c) Identify additional problems or issues.<br>d) Help student priorize concerns.<br>e) Develop with student specific short and long term goals.<br>f) Assist student to examine alternatives.<br>g) Help students make own decisions or plan of action.<br>h) Evaluate with student the appropriateness of the decision or action, or progress made.<br>i) Help student develop problem-solving skills. |

| CLASSROOM | ON-JOB |
|---|---|
| | 6.6 Complete session and plan for follow-up.<br>a) Summarize and review issues and progress.<br>b) Discuss with student, if appropriate, the need to involve parents, teachers, or other individuals.<br>c) Obtain student consent, if appropriate, to involve others, so as not to breach trust or confidentiality.<br>d) Discuss steps or action agreed upon.<br>e) Obtain student commitment to action plan.<br>f) Set time frame for action.<br>g) Encourage student in a way that will facilitate action on his own.<br>h) Set time and place for next session.<br>i) Terminate on positive note if possible.<br>j) Record relevant information and action planned in student file. |
| | 6.7 Conduct appropriate follow-up.<br>a) Arrange for student supports.<br>b) Maintain contact with student as appropriate.<br>c) Involve teachers, administration, parents as appropriate.<br>d) Arrange for referrals, if appropriate, in accordance with referral guidelines.<br>e) Take other steps as agreed upon with the student. |
| | 6.8 Terminate the counselling relationship appropriately.<br>a) Use sense of timing in terminating the counselling relationship.<br>b) Terminate relationship gradually when appropriate.<br>c) Help student deal with feelings (e.g. denial, anger, sadness, fun, etc.). |

| CLASSROOM | ON-JOB |
| --- | --- |
| | 6.8 d) Reassure students that they can return for counselling, if needed, at a later date, or drop in just to talk at any time.<br>e) Summarize file recording appropriately.<br>f) Maintain informal contact with student. |

## MODULE 7B: CAREER COUNSELLING SKILLS

### CLASSROOM

Classroom instruction will provide follow-up to module 4A and the portion of module 6 that relates to career education group exercises. Emphasis will be placed upon practice in the use of career information, assessment tools, and counselling skills as they apply to the career counselling process. Additional topics will include the highschool course and credit system, and the integration of job search skills into the curriculum.

EXPECTED OUTCOMES:

The participant will be able to:

a) Describe the state of development of their career education library.
b) Choose appropriate career information to use in a particular simulated or real career counselling session.
c) Use an assessment tool effectively in a simulated or real career counselling session.
d) Use counselling skills effectively in a simulated or real career counselling session.
e) Discuss successful aspects of their own school career education programs.
f) Identify improvements or developments to undertake in their own school career education programs.
g) Determine, collectively, a system for continuous sharing of career information among themselves.
h) Use school course and credit system information appropriately in a simulated or real career (or course choice) counselling session.

### ON-JOB

The supervisor will assist the participant to develop a career education and counselling service in the schools, and to establish avenues for working with teachers, students, and parents in this regard. As with other counselling, attempts to facilitate integration of skill and knowledge into task performance must take into consideration the fact that mastery will be realized only after significant experience in the field.

EXPECTED OUTCOMES:

The participant will be able to:

5.2 i) Encourage, where possible, opportunities in the community for on-the-job experience.

5.3 Assist students to realistically examine and assess their own characteristics, potential, and limitations in relation to career planning and as appropriate to various grade levels.

b) Assist students to identify environmental and practical opportunities and limitations (e.g. geographical, financial, family support, length of required educational preparation, etc.).
c) Assist students to make connections between their own characteristics, potential and limitations and specific occupational demands or choices.

5.4 Counsel students to make realistic career or occupational choices, as appropriate to various grade levels.

| CLASSROOM | ON-JOB |
|---|---|
| 1) Discuss ways in which job search skills might be integrated into classroom learning in their particular schools. | 5.4 a) Help sutdents to identify alternatives.<br>b) Examine, with students, the various alternatives including advantages, disadvantages, consequences, requirements.<br>c) Help students make realistic decisions concerning careers or employment.<br>d) Encourage students to set realistic short and long term career and educational goals.<br>e) Help students make appropriate plans.<br>f) Assist students to re-evaluate choices and change plans as the need arises.<br>g) Conduct group sessions to help students learn the decision-making process.<br><br>5.5 In co-operation with teachers, counsel students to make appropriate course choices.<br><br>a) Meet with teachers to discuss students' academic achievements.<br>b) Assess with students academic strengths and weaknesses.<br>c) Discuss with students their future career or occupational plans.<br>e) Assist students to set long and short term educational goals.<br>f) Counsel students to select appropriate options and courses.<br><br>5.6 Encourage and support teachers' attempts to promote and integrate career education and job search skills into classroom learning.<br><br>a) Inform staff of career and job opportunities for students.<br>b) Encourage use of career resources library.<br>c) Assist staff to locate specific information.<br>d) Discuss with teachers (who have expressed an interest) ways in which career education and/or job search skills might be |

MODULE 8A: CHILD DEVELOPMENT (5 days)
8B: CULTURAL AWARENESS (5 days)

MODULE 8A: CHILD DEVELOPMENT

| CLASSROOM | ON-JOB |
|---|---|
| This course is designed to provide knowledge about the physical, emotional, intellectual, moral, psychosexual, and social development of children from conception to pre-adolescence. Concepts such as heredity versus environment, ages and stages, behavior cycles, self-concept, and conditioning are discussed. Specific problem areas and approaches to working with children are included. Emphasis is placed upon the application of knowledge to the field of school counselling. It is suggested that pre-course and post-course background readings be prepared to enable sufficient coverage of all relevant topics. | Job training does not include a component on child development specifically. Rather it is expected that the knowledge gained will be integrated into the job generally, and will result in improved overall competence and effectiveness. |
| EXPECTED OUTCOMES: | EXPECTED OUTCOMES: |
| The participant will be able to: | The participant will be able to: |
| a) Discuss the effects of heredity versus environment upon developmental processes.<br>b) Discuss the concepts of ages and stages, rates of progression, "average" behaviors, and variation from average.<br>c) Present the stage profile, covering the areas listed below for the development of a child at one specific age (task and age may be pre-assigned).<br>i) Introduction<br>ii) Motor Development<br>iii) Growth Norms<br>iv) Eye-hand co-ordination<br>v) Hearing and voice<br>vi) Social development<br>vii) Emotional growth and stability<br>viii) Self-concept<br>ix) Fears (2-10 years)<br>x) Tension outlets (1-9 yrs.) | 1.7 g) Reinforce students positive behaviors.<br><br>NOTE: Additionally, knowledge of child development will impact on overall job performance and numerous tasks specified in other knowledge. |

| CLASSROOM | ON-JOB |
|---|---|
| xi) Death (4-7 yrs.)<br>xii) Sleep and dreams<br>xiii) Play<br>xiv) Sexuality<br>d) Analyze a specific child profile to identify which developmental processes are proceeding normally and which indicate cause for concern.<br>e) Complete a chart on the five stages of a child's social development, including the following information:<br>i) task<br>ii) age<br>iii) positive behaviors (successful task completion)<br>iv) negative behaviors (unsuccessful task completion)<br>f) Discuss and/or contribute to a presentation on the moral development of pre-school and/or school age children.<br>g) Discuss implications of using conditioning principles in relating to individual children.<br>h) Outline advantages of positive reinforcement.<br>i) Discuss the possible effects of a child's interpretation of his own physical or intellectual development upon self-concept, behavior, and social-emotional development.<br>j) Discuss various factors contributing to social-emotional, moral, and inteilectual developmentprocesses of children.<br>k) Discuss implications of psychosexual role models and stereotyping upon behavior and emotions.<br>l) Discuss and/or contribute to a presentation on casual factors, characteristics, and effects upon others of:<br>i) alcohol fetal syndrome child<br>ii) destructive child<br>iii) hyperactive child<br>iv) speech defective child | |

| CLASSROOM | ON-JOB |
| --- | --- |
| v) hearing impaired<br>vi) visually impaired child<br>vii) physically disabled child<br>viii) mentally retarded child<br>ix) child with learning difficulties or disabilities<br>x) gifted child<br>xi) socially maladjusted child<br>xii) abused child<br>m) Identify characteristics which indicate the appropriateness of seeking specialized help for children.<br>n) Discuss approaches to helping child or family deal with specific concerns or problems.<br>o) Identify four goals that children have when they misbehave, four behaviors which build positive parent/child relationships.<br>p) Distinguish between Reward and Punishment, Discipline and Natural and Logial Consequences.<br>q) Differentiate between praise and encouragement.<br>r) Discuss parent/child ownership of problems. | |

# MODULE 8B: CULTURAL AWARENESS

## CLASSROOM

Classroom instruction will include sections on cultural awareness, cultural differences, values, history, conflict and change. Concepts will be discussed in relation to one's own community with the goal of identifying problems that exist and alternatives that might be implemented in the school setting. Additionally, participants will examine the effect of cultural teachings and/or differences upon own and individual student behaviors.

EXPECTED OUTCOMES:

The participant will be able to:

a) Define culture.
b) Differentiate between race and culture.
c) Differentiate between culture and cultural heritage.
d) Describe some ways in which culture is transmitted.
e) Describe from one's own life examples to illustrate how own culture (beliefs, values, traditions) differs from that of parents and grandparents.
f) Describe from one's own life examples of cultural elements from the past that perservere.
g) Differentiate between value and value system
h) Provide an example of a value in two cultural groups that appears to be different but in fact is the same, and is only manifested differently.
i) Describe some ways people learn values.
j) Recognize important personal values.
k) Locate on the map the cultural and tribal areas of Indians in Manitoba.
l) Locate on a map the general location of major Metis districts in Manitoba.

## ON-JOB

The development of sensitivity to cultural differences is integrated into the performance of almost all job functions and tasks. Furthermore, it is of crucial importance in the school and community in which the participant lives and works. The supervisor should provide assistance to the school counsellor in the promotion of opportunities to develop cultural awareness among all staff and students, particularly in the performance of tasks herein outlined.

EXPECTED OUTCOMES:

The participant will be able to:

4.4 Encourage and provide opportunities for students and teachers to learn about and understand cross-cultural differences and similarities.

d) Encourage the provision of native awareness workshops for staff.
e) Appropriately share knowledge of relevant resource people and materials with teachers.
f) Consult with teachers in situations where cultural differences or lifestyles may be affecting students' attendance, academic performance, or behavior.
g) Encourage students to discover their own cultural heritage both individually and through group sessions and activities (e.g. role models, presentations, films, stories, legends, games, books, values clarification exercises, discussion of special or contemporary issues, etc.)
h) Discuss realities and lifestyle differences in rural and urban societies so that students will develop realistic expectations prior to leaving the community.

| CLASSROOM | ON-JOB |
|---|---|
| m) List a number of contributions made by Indian and Metis people to Canada.<br>n) Explain legal differences of status Indian, non-status Indian, and Metis people.<br>o) Discuss cultural differences between Native and non-native peoples, between different Indian peoples and between Indian and Metis peoples.<br>p) Discuss historic and cultural changes that have evolved the modern Indian.<br>q) Discuss and/or participate in presentation on contemporary issue(s) for native peoples.<br>r) Discuss differences in beliefs, values, traditions that exist in own community.<br>s) Outline cultural and/or lifestyle differences between urban and rural/northern communities.<br>t) Identify elements of conflict between cultural groups in own community.<br>u) Identify problems that arise in school setting as a result of cultural differences.<br>v) Discuss positive ways of dealing with community or school conflicts and problems.<br>w) Discuss positive and negative consequences of cultural change.<br>x) Discuss how cultural change or loss may lead to social disintegration.<br>y) Discuss the concept of how certain individuals will adapt to cultural change (or loss) with negative, self-defeating, or destructive behaviors.<br>z) Identify noticeable effects of cultural change of differences upon student behavior.<br>aa) Identify ways of working with individual students or student groups.<br>bb) Identify ways to and effects of integrating cultural awareness into school setting of job. | |

MODULE 9A: ADOLESCENT PSYCHOLOGY } 5 days
9B: JUVENILES AND THE LAW }
9C: ALCOHOL EDUCATION } 5 days
9D: DRUG ABUSE }

MODULE 9A: ADOLESCENT PSYCHOLOGY (5 days with Module 9A)

| CLASSROOM | ON-JOB |
|---|---|
| This course will provide opportunity to examine deviant behaviour of adolescence, using "normal" development as a baseline. Particular attention will be paid to juvenile delinquency, specific social problems, and approaches to working with the individual. Integration is made with Modules 9B, 9C, and 9D.<br><br>EXPECTED OUTCOMES:<br><br>The participant will be able to:<br><br>a) Summarize the tasks of "normal" adolescent physical, intellectual and social-emotional development.<br>b) Outline common characteristics associated with puberty and adolescence.<br>c) Outline characteristics common to the development of independance.<br>d) Discuss whether "identity crisis" is different for native and non-native adolescents.<br>e) Discuss various theories of deviance.<br>f) Recognize indications of possible physical, emotional, social, and intellectual deviations.<br>g) Differentiate between various psychological disorders.<br>h) Identify characteristics which indicate the appropriateness of seeking specialized help.<br>i) Discuss the effects a "deviation" may have on the individual, his behaviour, interactions with peers, family, and community. | While no specific job training component is outlined for adolescent psychology, attempts should be made to integrate knowledge gained into overall job performance and, in particular, group work, counselling, and referrals. |

| CLASSROOM | ON-JOB |
|---|---|
| j) Define juvenile delinquency.<br>k) Discuss various theories of causation of juvenile delinquency.<br>l) Identify common characteristics of juvenile delinquency.<br>m) Summarize factors used in predictability of juvenile delinquency.<br>n) Discuss problems that exist with classification systems.<br>o) Identify various approaches to working with the delinquent adolescent (in the school).<br>p) Discuss and/or participate in presentation on various social problems common to adolescence (such as child abuse, suicide, truancy, vandalism, running, homosexuality, prostitution, promiscuity, venereal disease, teenage pregnancy, etc.)<br>q) Discuss approaches and alternatives for prevention of or dealing with social problems common to the school population.<br>r) Identify resource agencies for special problem cases. | |

## 9B: JUVENILES AND THE LAW (5 days with 9A)

| CLASSROOM | ON-JOB |
|---|---|
| Classroom instruction will include relevant information from the Juvenile Delinquency Act, adolescent legal rights, relationships with law-related agencies, appropriate procedures, and the role of and legal implications for the school counsellor.<br><br>EXPECTED OUTCOMES:<br><br>The participant will be able to:<br><br>a) Discuss the role of the school counsellor in cases where students are involved with the law.<br>b) Identify agencies and contacts to which students can be referred for legal and other services.<br>c) Discuss relationships with RCMP Probation Services, Social Services, Child and Family Service Worker, parents, etc. for purposes of working with the adolescent.<br>d) Identify procedures to be followed in sensitive and/or law-related cases.<br>e) Discuss legal and other implications for counsellor regarding issues such as withholding information, testifying, etc. | The supervisor will provide consultation and instruction to the participant to ensure that appropriate measures are taken and procedures followed in situations which involve legal implications. |

## 9C: ALCOHOL EDUCATION (5 days in conjunction with 9D)

### CLASSROOM

This course will provide for the examination of the problem of alcohol abuse and alcoholism, with particular reference to the adolescent. Concepts will be discussed so that the participant may more readily recognize the problem and provide intervention and referral services for student abusers, or work with the student who is negatively affected by alcoholism in the home. As well, school prevention and ecucation programs will be discussed.

EXPECTED OUTCOMES

The participant will be able to:

a) Identify short and long term physiological effects of alcohol abuse.
b) Outline short and long term effects of alcohol upon human emotions and behaviours.
c) Describe the disease concept of alcoholism.
d) Discuss the origin of alcoholism in terms of:
   i) physiological factors
   ii) psychological factors
   iii) sociological factors
   iv) current research in causation
e) Outline the progressive phases of alcoholism.
f) Discuss the nature and scope of alcoholism as a problem in terms of:
   i) effects upon student performance.
   ii) influence upon juvenile crime.
   iii) influence upon vandalism.
   iv) relationship to accidents.
   v) relationship to teenage suicide.
   vi) effects upon family.

### ON-JOB

While no specific job training is outlined, knowledge of alcoholism is integral to several aspects of job performance. It is particularly applicable to working with the child or adolescent alcohol abuser, or to providing education and prevention student group sessions. The supervisor can assist to promote the delivery of such programs, in conjunction with appropriate community resources.

| CLASSROOM | ON-JOB |
|---|---|
| g) Differentiate between alcohol misuse, abuse, and alcoholism.<br>h) List several characteristics that may be indicative of an alcohol problem.<br>i) Discuss the concept of alcoholism as a family illness.<br>j) Identify the generation factor(s) of alcohol use:<br>i) pharmacological<br>ii) personal<br>iii) social meaning<br>iv) environmental<br>k) Outline the dynamics of intervention.<br>l) Outline modes of treatment.<br>m) Identify resources and procedures for referral for the student abuser or student affected by alcoholism in the family.<br>n) Discuss the recovery process.<br>o) Outline hurdles to continuing sobriety.<br>p) Discuss alternatives for school prevention and education programs. | |

## 9D: DRUG ABUSE (5 days in conjunction with 9C)

| CLASSROOM | ON-JOB |
|---|---|
| The purpose of this session is to provide information that will assist the participant to recognize drug abuse, to understand its effects and dangers, to develop approaches for working with or referring the drug abuser, and to discuss school prevention and education programs.<br><br>EXPECTED OUTCOMES<br><br>The participant will be able to:<br><br>a) List the major drug groupings that are subject to abuse (e.g. sedatives, tranquillizers, solvents, alcohol, nicotine, narcotics, hallucinogens, stimulants).<br>b) Identify examples from each group.<br>c) Identify whether each is a stimulant or depressent.<br>d) Identify the legal classification of each according to the Narcotic Control Act and/or the Food and Drugs Act.<br>e) Identify drugs most commonly abused by adolescents in home community.<br>f) Summarize physical symptoms and behaviour patterns commonly associated with drugs most abused by adolescents in home community.<br>g) Summarize major dangers associated with drugs most commonly abused by adolescents in home community.<br>h) Discuss approaches to working with drug abusers.<br>i) Identify treatment and referral resources.<br>j) Identify symptoms of drug overdose.<br>k) Outline procedures to follow in suspected cases of drug overdose.<br>l) Discuss alternative school prevention and education programs. | While no specific job component is outlined herein, knowledge of drug abuse is integral to many other modules. The supervisor should assist the participant to integrate the knowledge gained, in particular, into the provision of counselling and referral services, and the development of school education and prevention programs or group sessions. |

## MODULE 9E: FAMILY SYSTEMS AND DYNAMICS (5 days)

### CLASSROOM

This course is designed to provide knowledge about the family unit and its functioning, and basic skills in working with the family, from the perspective of helping the student. Emphasis is placed upon a holistic approach which takes into consideration the effects of family dynamics upon the student, the role that parents play in helping the child with school-related matters, and the importance of home-school communications. Application is made to both prevention and problem-solving efforts.

EXPECTED OUTCOMES

The participant will be able to:

a) Identify types of families.
b) Outline the function of families.
c) Discuss the effects of stress upon families.
d) Identify stages and characteristics of the family life cycle.
e) Identify common concerns, factors, emotions involved in family break-up or divorce.
f) Identify common issues and problems in remarriage or second long-term relationships.
g) Recognize and identify roles of family members.
h) Recognize and identify interaction games and patterns.
i) Recognize and identify communication patterns between family members.
j) Recognize and identify value conflicts.
k) Recognize and identify family rules operating (e.g. keep all feelings to self, speak only when spoken to, etc.)
l) Recognize and identify power struggles and alliances in the family.

### ON-JOB

In addition to the tasks outlined below, integration of skills and knowledge is expected into overall job performance and, more specifically into any of the tasks that relate to home-school communication. The supervisor will provide consultation, guidelines, and support to the participant in his/her efforts to improve home-school relationships or to involve the family in helping the individual student, for both prevention and problem solving purposes.

EXPECTED OUTCOMES

The participant will be able to:

1.5 Promote and support parental or guardian involvement in their child's development and school-related matters.

h) Arrange for meetings, as appropriate, with parents/guardians and their children to discuss concerns and promote two-way communication.

4.1 f) Encourage parents/guardians to discuss with students the need for and value of education.

5.7 Assist parents or guardians to understand their child's abilities, interests, attitudes, and aspirations as related to career opportunities and educational planning.

a) Explain and interpret (e.g. Cree language) to parents/guardians student academic records and progress.
b) Discuss with parents/guardians career opportunities for students.

| CLASSROOM | ON-JOB |
|---|---|
| m) Identify whether family is closed (rigid) or open (flexible).<br>n) Identify if there is a family secret (e.g. alcohol, incest).<br>o) Identify the ability to be an individual and still have family membership (e.g. runaway, non-conformist, delinquent, etc.)<br>p) Identify chaotic and very ill families.<br>q) Identify resources for referral of very ill families.<br>r) Discuss the role of the school counsellor in working with families.<br>s) Discuss the role of the school counsellor in providing family planning information to students.<br>t) Use counselling and third party intervention skills, as appropriate in specific situations, to help students and parents:<br>i) listen to each other.<br>ii) discuss their situation, feelings, thoughts, behaviours, problems.<br>iii) understand what the situation is like to each other.<br>iv) identify problems that exist.<br>v) set goals.<br>vi) examine alternatives.<br>vii) plan action.<br>ix) develop techniques for improved communication.<br>x) seek referral to additional resources if available and appropriate (e.g. school specialist, community resource etc.) | 5.7 c) Encourage parents/guardians to discuss with students the relationship of education to career opportunities and occupational options.<br>d) Arrange for meetings, as appropriate, with specific parents/guardians or with parents and students to discuss education and career-related plans or concerns. |

MODULE 10A: WRITING SKILLS (5 days)
10B: COUNSELLING PRACTICUM (5 days)

MODULE 10A: WRITING SKILLS

| CLASSROOM | ON-JOB |
|---|---|
| While this course will include a review of basic sentence and paragraph structure, grammar and punctuation rules, emphasis will be placed upon writing various types of communications required by job. Content may vary somewhat depending upon the need of the group, and the amount of individualized instruction that has preceded this course. | The supervision will facilitate the integration of writing skills into task performance by reviewing with the participant appropriate forms of communication to use and formats to follow, by monitoring and providing feedback on written work. |
| EXPECTED OUTCOMES: | EXPECTED OUTCOMES: |
| The participant will be able to: | The participant will be able to: |
| a) Use capitalization and punctuation rules in writing<br>b) Write complete sentences with a subject and predicate<br>c) Write the following types of sentences:<br>i) statement<br>ii) question<br>iii) exclamation<br>iv) command<br>d) Write paragraphs using the technique of information blocks.<br>e) State message clearly and simply<br>f) Identify the appropriate form of communication to use for different purposes (letter, memo, report, etc.)<br>g) Write brief and concise summaries of meetings, counselling sessions, etc.<br>h) Use appropriate format for writing letters | 9.1(i) Prepare objective student reports for administration, as required, following ethical guidelines.<br>9.1(j) Prepare objective monthly reports for supervisor, maintaining confidentiality in accordance with ethical guidelines.<br>9.1(k) Prepare objective reports, as required for staff meetings, School Advisory Committee, or other purposes, following ethical guidelines.<br>9.1(l) Write letters that are clear and understandable.<br>9.1(m) Write clear complete sentences<br>9.1(n) Write well organized paragraphs |

| CLASSROOM | ON-JOB |
|---|---|
| i) Write letters:<br>i) of complaint<br>ii) request<br>iii) inquiry<br>iv) enclosure<br>v) job application<br>j) Write memorandum:<br>i) of request<br>ii) to provide information<br>iii) to relay negative message<br>iv) of confirmation<br>k) Write an informal report<br>l) Organize a report by summarizing information to be included<br>m) Prepare a report outline<br>n) Write a formal report, complete with introductory and concluding paragraphs<br>o) Prepare a resume<br>p) Prepare formats for summarizing statistical data | 9.3 <u>Conduct follow-up on graduates as an occasional special project</u>:<br><br>9.3(a) Gather information regarding graduate students<br><br>9.3(b) Post positive findings for current students to see<br><br>9.3(c) Discuss graduate success with current students<br><br>9.3(d) Compile and record findings for administrative statistical records. |

## MODULE 10B: COUNSELLING PRACTICUM

| CLASSROOM | ON JOB |
|---|---|
| The purpose of this session is to provide the opportunity for the participant to gain additional experience and ideas through a supervised placement with a competent, experienced counsellor. Should that not be possible, or should the placement be arranged as part of job rather than classroom training, this session will provide follow-up to Module 7. Emphasis, in either case, is placed upon increasing counselling skill competency levels. Therefore, no new learning outcomes are specified. | Job training will continue to attempt to integrate counselling skills into job performance, and increase levels of competency, in the same sense as Modules 7A and 7B. Therefore, no new learning outcomes are specified. |

MODULE 11A: COUNSELLING THEORIES (5 days)
11B: CRISIS INTERVENTION AND COUNSELLING (5 days)

MODULE 11A: COUNSELLING THEORIES

| CLASSROOM | ON-JOB |
|---|---|
| This training session will provide an overview of several counselling theories selected for their relevance to working with children and adolescents. Included will be Roger's client-centred therapy Glasser's Reality Therapy, and approaches of Adler and Dreikurs (children) and Satir (in a family context).<br><br>EXPECTED OUTCOMES<br><br>The participant will be able to:<br><br>a) Describe client-centred therapy.<br>b) Discuss major components of Reality Therapy.<br>c) Outline major principles of approaches used by Adler, Dreikers, and Satir.<br>d) Discuss application of Reality Therapy to working with adolescents.<br>e) Discuss application of Adler's and Dreikur's approaches to working with children.<br>f) Discuss relevance of Satir's approach to school counsellor role in working with families.<br>g) Identify aspects of one, or more than one, theory that might best fit into one's own beliefs, values, counselling style and skills.<br>h) Discuss limitations of attempting to use any one approach to counselling. | While there is no job component specifically designed for counselling theory, the knowledge gained is applicable to work with children, and adolescents. More specifically, it will facilitate job competence in counselling, group work, and helping the child in a family context. |

## MODULE 11B: CRISIS INTERVENTION AND COUNSELLING (5 days)

### CLASSROOM

This course is designed to provide knowledge about crisis situations and to develop basic skills in crisis counselling. Topics such as suicide, family violence, child abuse, rape and sexual assault, incest, and psychiatric emergencies are included. Because it is expected that crisis intervention and counselling will be an occasional responsibility of the school counsellor some opportunity is provided to practise skills by role playing specific situations. These simulations are taped and reviewed for purposes of self-improvement.

EXPECTED OUTCOMES

The participant will be able to:

a) Define "crisis"
b) Identify own emotional and behavioral responses to crisis.
c) Identify common physiological, psychological, emotional, and behavioural reactions to a crisis situation.
d) Explain the effect of emotions upon the ability to cope effectively in a crisis situation, to make decisions, or to plan actions.
e) Discuss the characteristics of a crisis.
f) Outline the stages of development of a crisis.
g) Describe the resolution phase of a crisis.
h) Outline the model for crisis intervention counselling.
i) Respond facilitatively at each stage of a crisis:
   i) make contact
   ii) identify and respond to feelings.
   iii) explore the problem.

### ON-JOB

The supervisor will assist, consult with, and provide direction and feedback to the participant in specific crisis situations, wherever possible, to facilitate the integration of knowledge and skills into the performance of the task herein outlined. Close supervision is essential until the participant gains skill mastery, confidence, knowledge of procedures to follow, and knowledge of his/her own abilities and limitations in this field.

EXPECTED OUTCOMES

The participant will be able to:

6.1 g) Provide crisis intervention and counselling as required.

| CLASSROOM | ON-JOB |
|---|---|
| iv) summarize<br>v) focus<br>vi) explore resources<br>vii) develop contract<br>j) Clarify own values in an attempt to develop acceptance of differing values regarding common crisis situations (e.g. suicide, family violence, child abuse, sexual abuse, rape, incest, etc.)<br>k) Discuss the dynamics of suicide.<br>l) Identify factors that indicate lethality.<br>m) Assess lethality.<br>n) Use skills in suicide counselling.<br>o) Use telephone suicide intervention skills.<br>p) Differentiate between neuroses, psychoses, psychosomatic disorders.<br>q) Identify symptons that may indicate psychiatric emergency situation.<br>r) Identify appropriate interventions and procedures for various types of crisis cases (e.g. child abuse, sexual abuse, runaways, drug abuse, abortions, etc.)<br>s) Discuss the psychology of rape.<br>t) Identify the steps involved in the process of counselling rape victims.<br>u) Respond facilitatively to common emotional reactions to rape.<br>v) Outline medical protocol for rape victims.<br>w) Outline legal procedures for rape victims.<br>x) Discuss role of school counsellor in counselling student victims of rape or sexual abuse.<br>y) Identify resources for assistance or referral in crisis situations.<br>z) Discuss specific situations that require referral and appropriate points to which to refer. | |

MODULE 12B: SURVIVAL SKILLS (5 days)

CLASSROOM

The purposes of this training session are to develop knowledge of the causes of, effects of, and manner of responding to stress in one's own life and to develop skill in the recognition, assessment, and improved management of this stress. While the emphasis is primarily on oneself, reference will be made to the application of content to helping the student or family prevent and cope with stress.

EXPECTED OUTCOMES:

The participant will be able to:

a) Identify sources of stress generally.
b) Identify sources of organizational or workload stress.
c) Identify sources of stress in own life.
d) Summarize effects and consequents of stress.
e) Identify effects of stress on self.
f) List negative ways of responding to stress.
g) List positive ways of coping with stress.
h) Identify own negative responses to stress that one wishes to change.
i) Practise use of relaxation techniques.
j) Set personal goals for improved ways of coping with stress.
k) Discuss ways of assisting students to prevent and cope with stress.
l) Discuss ways of assisting students' families to cope with stress.
m) Discuss alternatives for school prevention stress-related programs.

ON-JOB

The job component emphasizes the integration of knowledge and techniques of stress management into the participants' own work style and pattern (primarily for the purpose of preventing burnout and promoting mental health). The supervisor should discuss and assist the participant with implementation of measures to achieve this goal.

EXPECTED OUTCOMES:

The participant will be able to:

3.5 Recognize, assess, and manage stress effectively.

a) Identify positive and negative stress factors.
b) Identify methods of handling own stress.
c) Identify causes of stress in own work situation.
d) Identify causes of stress in own lifestyle.
e) Use methods of relaxation or stress reduction.
f) Develop alternative methods of coping with stress.
g) Create and use support network on the job.

SCHOOL COUNSELLORS PROGRAM

TRAINING ON-THE-JOB-EVALUATION

## The Appraisal Interview

Many appraisals of employee performance are made without any discussion with the employee taking place. If the appraisal is to be of any value in improving performance there must be a review with the individual concerned.

### Before the Interview

* Gather any essential information you will need for the interview.
* Plan the interview in advance.
* Review the employee's strengths and weaknesses.
* Prepare some ideas for improvement that you hope to develop with the employee.
* Select a time for the interview when there is likely to be no problem of individual emotions or pressures.
* Select a private place, if possible one where there will be no interruptions.

### Opening the Interview

Put the employee at ease - be friendly and informal (Brief discussion of an item of mutual interest will usually "break the ice"). Next - explain the purpose of the interview.

* Ask the employee how he is getting along on the job - how he likes it.
* Take a sincere interest in what he has to say, interrupting only to help him if he has difficulty saying what he is thinking.
* Be on the lookout for any evidence of dissatisfaction.
* When he has finished replying supply him with any missing facts, or promises to look into any situation which requires further consideration or explanation.
* Avoid general criticisms, sticking to the facts as far as possible. Emphasize his development, not the evaluation.
* Give him a chance to explain any circumstances affecting his performance or any cases of disagreement with your observations.
* Don't argue with him - it can get you exactly nowhere. Remember - "A man convinced against his will is of the same opinion still".

Terminating the Interview

* Have him make suggestions for self-improvement.

* Ask him if there is any help he would like from you and offer any suggestions you may have.

* Close the interview on a friendly note, assuring him that he may come back to discuss his situation further.

* Try to close with agreement between you and the employee on plans for improvement.

* Promptly record any information pertaining to action required or which might bear on further appraisals.

Follow-Up

* Keep any promises made during the interview.

* Refer to agreed upon plans for improvement at an appropriate interval of time after the interview, possibly on a visit to the employee's work place.

* Start the process over again.

MODULE 1A: INTRODUCTION TO WORK AND TRAINING

ON-JOB SEPT. - OCT. 1983

The supervisor will provide information and discuss, on an ongoing basis, any questions, issues, or concerns that might arise with regard to the tasks herein outlined. In order to provide a strong foundation for counsellor training and job performance, it is essential that the supervisor ensure that the trainee understand his/her role, responsibilities, and the parameters of relationships with staff, parents, and students.

EXPECTED OUTCOMES:

Expected outcomes are statements of what job tasks the successful participant should be able to perform as a result of both classroom and job training.

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.1 Function as a member of the school staff, in co-operation with administrative, teaching, and support staff members. | | | | | | |
| a) Respect the decisions of the School Advisory Committee. | | | | | | |
| b) Work within the philosophy, purpose, policies, and procedures of the school. | | | | | | |
| c) Respect and operate according to decisions of school administration. | | | | | | |
| e) Work as a team member according to own role, functions, and responsibilities. | | | | | | |
| g) Report to the principal or supervisor assigned by the principal. | | | | | | |

MODULE 1A: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.3 Explain the role of the school counsellor to teachers, administrative and support staff, parents, and students. | | | | | | |
| a) Determine what information is appropriate to each of staff, parents, and students. | | | | | | |
| b) Outline the training program. | | | | | | |
| c) Explain the role of Frontier School Division and New Careers. | | | | | | |
| d) Outline what counsellor responsibilities are and are not. | | | | | | |
| e) Where there is a guidance counsellor on staff, differentiate between the roles of each. | | | | | | |
| f) Outline the nature of the relationship between counsellor and students, teachers, and parents. | | | | | | |
| g) Emphasize to teachers, parents, students how counsellor can assist them. | | | | | | |

MODULE 1B: PROFESSIONAL ETHICS

ON-JOB SEPT. - OCT. 1983

The supervisor will reinforce classroom learning by reviewing ethical guidelines and procedures, discussing sensitive cases, and providing constructive feedback to the counsellor as the need arises.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.2 f) Report or discuss personal student data in accordance with school policy and ethical guidelines. | | | | | | |
| 2.1 Carry out responsibilities in a professional manner. | | | | | | |
| a) Utilize professional community ethics and behaviour at all times. | | | | | | |
| b) Represent the shool positively at all times. | | | | | | |
| c) Avoid gossip and criticism of others. | | | | | | |
| d) Consult appropriately on sensitive or potential conflict issues. | | | | | | |
| e) Discriminate between duty and beyond the call of duty. | | | | | | |
| g) Maintain objectivity in dealing with friends and relatives. | | | | | | |
| h) Seek ways to improve counsellor services. | | | | | | |
| i) Follow up on committments. | | | | | | |

MODULE 1B: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.2 Follow guidelines for professional ethics.<br>a) Maintain confidentiality in accordance with school policy. | | | | | | |
| b) Inform students beforehand of situations in which confidentiality will not apply. | | | | | | |
| c) Inform students beforehand that under ordinary circumstances an indicated need to involve parents or other staff will be discussed with them first. | | | | | | |
| d) Inform appropriate personnel of a crisis situation in which the student or others have been harmed or are in danger. | | | | | | |
| e) Inform appropriate personnel if knowledge of an illegal act is gained. | | | | | | |

MODULE 1C: PROFESSIONAL DEVELOPMENT

ON-JOB SEPT. - OCT. 1983

The supervisor will facilitate the transfer of classroom learning to the continuance of professional development as an integral part of job performance, by discussion of principals, identification and encouragement of professional development activities, monitoring of assignments, and ongoing mutual assessment of strenghts and weaknesses.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.1 Participate in classroom and on the job training during the training period. | | | | | | |
| a) Attend all training sessions as required. | | | | | | |
| b) Prepare homework and assignments as requested. | | | | | | |
| c) Set personal and professional development goals. | | | | | | |
| d) Evaluate own learning progress. | | | | | | |
| 3.2 Participate willingly in optional professional training and development activities to further knowledge and skills that are advantageous to counsellor effectiveness. | | | | | | |
| a) Develop adult basic education skills as appropriate. | | | | | | |
| b) Assess own strengths and weaknesses. | | | | | | |
| c) Identify and participate in learning opportunities that will help to develop specific strengths and overcome weaknesses. | | | | | | |
| d) Identify what has been learned from past experiences and mistakes that can be applied to future learning. | | | | | | |

MODULE 1C: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.3 Keep up-to-date with developments in the field of school counselling for purposes of increasing counsellor service effectiveness. | | | | | | |
| a) Participate in job related seminars, workshops, meetings, conferences, and inservice activities. | | | | | | |
| b) Collect pertinent information from sessions. | | | | | | |
| c) Read professional books, pamphlets, articles, and journals. | | | | | | |
| d) Provide administration and other staff with helpful information and ideas. | | | | | | |
| e) Inform administration and other staff of new developments in the counselling field. | | | | | | |

MODULE 2A: THE HELPING RELATIONSHIP AND INTERPERSONAL COMMUNICATIONS

ON-JOB DEC. - JAN. 1984

The on-the-job component is designed to facilitate the integration of knowledge and skills learned in the classroom, through the performance of tasks emphasizing these skills (listed below). The supervisor will observe interactions of the counsellor with other staff, parents, and students and provide feedback in order that communication skills can be improved and mastered.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.1 d) Establish appropriate effective working relationship with other staff members. | | | | | | |
| 1.4 Establish positive helping relationships with staff, parents and students. a) Initiate informal contacts and conversations. | | | | | | |
| b) Attend verbally and non-verbally. | | | | | | |
| c) Listen actively. | | | | | | |
| d) Use good communication skills. | | | | | | |
| e) Demonstrate acceptance of self and others. | | | | | | |
| f) Communicate respect for the dignity, worth, and individuality of each person. | | | | | | |
| g) Communicate concern and a willingness to help. | | | | | | |
| h) Maintain a sense of humour. | | | | | | |
| i) Make committments only when it is certain they can be kept. | | | | | | |

MODULE 2A: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.7 Communicate openness and develop rapport with students in order to facilitate individual development of trust, self-esteem and pride. | | | | | | |
| a) Initiate informal contact and conversations with students. | | | | | | |
| b) Arrange to meet individually with all students in top two grades. | | | | | | |
| c) Arrange to meet with other students individually, according to needs and priorities. | | | | | | |
| e) Invite students to come in to talk. | | | | | | |
| f) Provide constructive feedback to students. | | | | | | |
| h) Maintain regular contact and follow-up. | | | | | | |

MODULE 2B: CONSULTATIVE COMMUNICATION

ON-JOB

DEC. - JAN. 1984

The supervisor will discuss with the participant situations in which consultation is warranted and will assist in the development of consultation process and skills. Guidance and constructive feedback will be provided so that the participant develops, refines, and integrates consultative skills into job performance.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.2 | Work co-operatively, effectively, and in consultation with teachers, administrative and support staff, and parents in order to promote the physical, social, psychological, emotional, and intellectual well-being of the student. | | | | | |
| | a) Use good judgement in identifying need for consultative discussion. | | | | | |
| | b) Use good judgement in identifying who needs to be involved at what particular point (parent, teacher, student, principal). | | | | | |
| | c) Negotiate time and place for meetings and discussion. | | | | | |
| | d) Collect pertinent data and background information prior to the meeting. | | | | | |
| | g) Communicate ideas and opinions clearly. | | | | | |
| | h) Listen to opinions and ideas from other team members. | | | | | |
| | i) Participate in consultative discussions initiated or requested by parents or other staff members. | | | | | |

MODULE 2B: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.6 Provide liaison services between parents or guardians and the school, as appropriate. | | | | | | |
| a) Encourage parents/guardians to discuss, with appropriate school staff, concerns they may have. | | | | | | |
| b) Encourage teachers to meet with parents and students. | | | | | | |
| c) Arrange for parent/staff/student meetings in a non-threatening environment. | | | | | | |
| d) Support parents by attending a portion or all (as appropriate to individual situations or circumstances) of the parent-staff member meeting. | | | | | | |
| e) Assist teachers in explaining concerns to parents. | | | | | | |
| f) Provide interpreter services as required for parent/staff member/ student meetings. | | | | | | |

MODULE 3A: ASSERTIVE COMMUNICATION

ON-JOB

FEB. - MARCH, 1984

Although no specific job component is included for assertive communication, skills are particularly relevant to counsellor competence in difficult situations. At this time the supervisor might assist the participants to integrate these skills into the consultation process with parents and staff.

EXPECTED OUTCOMES:

The participant will be able:

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.1 f) Work assertively without dominating others. | | | | | | |
| 1.5 Promote and support parental or guardian involvement in their child's development and school related matters.<br>a) Using good judgement and following ethical guidelines discuss with parents/guardians student development or problem related concerns. | | | | | | |
| b) Encourage parents/guardians to share concerns. | | | | | | |
| c) Determine whether students experiencing problems in school are also having problems at home or in community. | | | | | | |
| d) Record matters and document behaviors that may be helpful in determining student problem areas. | | | | | | |
| e) Discuss with parents/guardians steps planned or taken by the school for the child's benefit. | | | | | | |
| f) Encourage parents/guardians to offer their suggestions for helping the child. | | | | | | |
| g) Encourage parents/guardians to visit school and attend school functions. | | | | | | |

MODULE 3A: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 4.3 Assist teachers, when requested, in arranging tutoring programs for students. | | | | | | |
| a) Discuss with teacher the need, expectations, and preferred arrangements. | | | | | | |
| b) Discuss with parents/guardians and students the needs and expectations regarding remedial, missed work, or homework assignments. | | | | | | |
| c) Arrange with teacher, parents, student and, if appropriate, tutor, for time to assist student in assignments. | | | | | | |
| d) Request parent support in facilitating assignment completion. | | | | | | |
| e) Maintain contact with the student to encourage and support the completion of assignments. | | | | | | |

MODULE 3B: INTRODUCTION TO COUNSELLING

ON-JOB

FEB. - MARCH, 1984

As the participant gains additional classroom training, skill development and increased opportunity to practise counselling skills on-the-job, competence levels will also increase. While every attempt should be made by the supervisor to provide opportunity for practise and to facilitate the integration of skills and knowledge, it must be remembered that counselling skill mastery is a gradual process achieved only with experience.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 6.1 Establish basis for counselling relationship.<br>a) Inform students of "open door" policy. | | | | | | |
| b) Encourage students to "come in" to talk, to discuss concerns, or to request assistance. | | | | | | |
| c) Arrange to meet individually with all students in the top two grades. | | | | | | |
| d) Identify students who may need counselling and approach them. | | | | | | |
| e) Invite and accept referrals from staff and parents. | | | | | | |
| f) Offer support and help to students with problems. | | | | | | |

MODULE 3B: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 6.2 Prepare for counselling sessions. | | | | | | |
| a) Arrange with student (and teacher if appropriate) on time and place for session. | | | | | | |
| b) Review background materials. | | | | | | |
| c) Determine session objectives. | | | | | | |
| d) Take care of "business" to avoid interruptions. | | | | | | |
| d) Prepare self for session (relaxation techniques, clearing mind of other details, etc.) | | | | | | |
| 6.3 Begin counselling sessions appropriately. | | | | | | |
| a) Greet student appropriately. | | | | | | |
| b) Put student at ease. | | | | | | |
| c) Ease into counselling session from "informed" talk. | | | | | | |
| d) Facilitate or clarify reason for session. | | | | | | |
| e) Clarify expectations and guidelines (eg. time limits, note taking, advice giving, confidentiality limits, counsellor and student expectations, etc.). | | | | | | |
| 6.4 a) Listen actively. | | | | | | |
| b) Attend verbally and non-verbally. | | | | | | |
| c) Communicate effectively (appropriate use of questions, information provision, paraphrase, perception check, identification of feelings,etc). | | | | | | |

MODULE 3C: RESOURCE IDENTIFICATION

ON-JOB FEB. - MARCH, 1984

The supervisor will assist the trainee in the identification of agencies, groups, and resources, and will provide supervision in the gathering and summarization of information in accordance with the format learned in the classroom. This will form the basis for task performance is outlined below.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 7.1 Establish a directory of school system specialists and resource people. | | | | | | |
| a) Identify school system specialists and resource people. | | | | | | |
| b) Determine services provided by each specialist or resource person. | | | | | | |
| c) Determine referral procedures. | | | | | | |
| d) Summarize information, including addresses and phone numbers. | | | | | | |
| e) Establish contact with resources when or where appropriate. | | | | | | |
| 7.2 With the principal, establish a networking system with home community resources. | | | | | | |
| a) Identify community resource people and agencies who can support general goals of, or provide supplemental services to, the school. | | | | | | |
| b) Establish contact with all other community human resource workers. | | | | | | |

MODULE 3C: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 7.2 c) Provide resource workers with information about school counsellor role and services. | | | | | | |
| d) Determine what services are provided by resource workers, and how they might help students, staff, or parents. | | | | | | |
| e) Identify areas of mutual concern, overlap, complimentary services. | | | | | | |
| f) Discuss with workers ways to help each other. | | | | | | |
| g) Clarify, with workers, referral process. | | | | | | |
| h) Outline in writing the purpose, services provided, numbers and types of clientele, and contact persons of service agencies, community groups, or other resources. | | | | | | |
| i) Keep profile summaries of each agency, with information obtained. | | | | | | |
| j) Inform staff, as appropriate, of available community resources and services. | | | | | | |
| k) Maintain ongoing contact with resource workers in order to draw on, or compliment, each other's services. | | | | | | |

MODULE 4A: INTRODUCTION TO CAREER COUNSELLING

ON-JOB APRIL - JUNE, 1984

The supervisor will assist the trainee in information source identification, information gathering, process and budget for materials purchase, and arrangement of space for storage and display. Where a librarian or library technician is on staff, the supervisor will facilitate in obtaining assistance for the counsellor in the development of a career education and resource library, (information sources, obtaining resources, organizing, cataloguing, display).

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 5.1 Develop a career education and resources library. | | | | | | |
| a) Gather information related to careers and the world of work, and appropriate to respective grade levels: | | | | | | |
| i) careers and specific jobs (e.g. job families, non-traditional occupations, brief job descriptions, educational requirements and routes, pre-requisite skills and abilities, working environment and conditions, advantages and disadvantages, salaries, etc.) | | | | | | |
| ii) labour market conditions (e.g. trends, projections, manpower shortages and surplusses, skill demand areas, geographically limited opportunities, unemployment rates. | | | | | | |
| iii) world of work/labour standards occupational health and safety, role of unions, technological change, women in the labour force, employment issues for natives). | | | | | | |
| iv) Special employment programs. | | | | | | |
| v) Employment agencies and their services. | | | | | | |
| vi) Local job opportunities. | | | | | | |

MODULE 4A: Cont'd

| | | | | | | |
|---|---|---|---|---|---|---|
| b) Gather information related to educational programs and opportunities<br>i) High school programs, options, and the credit system. | | | | | | |
| ii) Post-secondary institutes and programs. | | | | | | |
| iii) Institute preparation programs. | | | | | | |
| iv) Special tutoring programs. | | | | | | |
| v) Financial assistance and student aid. | | | | | | |
| vi) Considerations for institute attendance and urban living (e.g. housing, transportation, recreation, finances, support systems, etc.). | | | | | | |
| c) Prepare information packages, summary sheets, or handbooks on certain topics (e.g. financial assistance). | | | | | | |
| d) Organize information according to appropriate categories and grade levels. | | | | | | |
| e) Arrange information so that it is orderly and easily accessible. | | | | | | |
| f) Keep materials up-to-date. | | | | | | |

MODULE 4A: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 5.2 In co-operation with staff, assist students to explore and develop awareness of careers and the world of work, as appropriate to various grade levels. | | | | | | |
| a) Encourage students to browse through information. | | | | | | |
| b) Help students identify additional scurces of information. | | | | | | |
| c) Assist students to locate specific information. | | | | | | |
| d) Assist students to assess information. | | | | | | |

MODULE 4B: FILING SYSTEMS

ON-JOB

APRIL - JUNE, 1984

The supervisor will assist the trainee in the establishment, organization, and maintenance of filing system. Attention will be paid to identifying what should be included in counsellor files, and what in other school files. The supervisor will also periodically review file contents to ensure ongoing skill development in preparation and inclusion of wirtten documentation for file. The supervisor may arrange for assistance of the school clerical staff, as appropriate.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 9.2 Establish and maintain student file system according to school policies, procedures, and guidelines. | | | | | | |
| a) Open files as required. | | | | | | |
| b) Organize files systematically. | | | | | | |
| c) Systematically number, organize and file all written materials into appropriate file. | | | | | | |
| d) Keep files up to date. | | | | | | |
| e) Ensure confidentiality of files in accordance with ethical guidelines. | | | | | | |

MODULE 5A: TIME MANAGEMENT

ON-JOB

The supervisor will provide assistance to the participant in planning and scheduling daily, weekly, and monthly activities, in setting priorities, in monitoring deadlines, and by providing feedback on task performance.

EXPECTED OUTCOMES:

The participant will be able to:

3.4 Manage time effectively

| | | | | | | |
|---|---|---|---|---|---|---|
| a) Record appointments, meetings, visits, and training sessions in daily appointment book. | | | | | | |
| b) Develop a system and criteria for setting priorities. | | | | | | |
| c) Develop a system to ensure follow-up occurs. | | | | | | |
| d) Priorize work for day, week, month. | | | | | | |
| e) Prepare a work plan for the day and week, with reasons for what is to become and in what priority. | | | | | | |
| f) Follow through according to schedules, making allowances for "open door policy" to students. | | | | | | |
| g) Handle special requests and crisis situations without reacting negatively. | | | | | | |
| h) Reschedule activities, as required, effectively. | | | | | | |
| i) Set deadlines for specific work activities. | | | | | | |
| j) Meet required deadlines without having to be reminded. | | | | | | |
| k) Arrive at work, meetings, and training sessions on time. | | | | | | |

MODULE 5A: CONT'D

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3.4 | Manage time effectively | | | | | | |
| | 1) Recognize behaviors that waste time. | | | | | | |
| | m) Identify ways in which past patterns of time management might be improved. | | | | | | |
| | n) Develop new patterns and techniques of effective time management. | | | | | | |
| | o) Manage time effectively to meet both school and personal objectives. | | | | | | |
| 9.1 | a) Record activities in daily journal. | | | | | | |

MODULE 5B: PREVENTION AND EDUCATION

ON-JOB

The supervisor will assist the participant in planning and preparing for student or community workshops. The delivery of these sessions should be monitored and feedback provided so that skills may be mastered and integrated into the performance of tasks as herein outlined.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4.4 | a) | Assist teachers in developing opportunities for students to come into direct contact with cultural talents of their own peoples through the participation of community individuals in classroom activities or special school events. | | | | | |
| | b) | Assist teachers in organizing educational field trips, where possible, to familiarize students with cultural differences. | | | | | |
| | c) | Plan with teachers cross-cultural days in which a variety of cultures are represented. | | | | | |
| 4.5 | a) | Arrange, in consultation with principal, and in co-operation with appropriate staff members and community resource people, resources for preventative group session work on topics appropriate to school and community (speakers, films, materials, etc.) | | | | | |
| | b) | Gather and provide to students, in consultation with the principal, appropriate information and literature relevant to community and student - related problems and concerns (eg. alcohol and drug abuse, vandalism, delinquency, teenage suicide, etc.) | | | | | |

MODULE 5B: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 5.2 f) Plan, in consultation with principal and staff, for "career days". | | | | | | |
| g) Encourage the participation of community and/or native role models in group sessions, career days, or classroom instruction. | | | | | | |
| h) Assist teachers in organizing field trips to familiarize students with careers and/or jobs. | | | | | | |
| 5.5 d) Assist teachers in organizing field trips to familiarize students with educational institutes and programs. | | | | | | |

MODULE 5B: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 8.1 Inform the community of school counsellor role and services available<br>a) Inform the School Committee about the counsellor's role, responsibilities, training program, and services provided. | | | | | | |
| b) Develop ways to ifnorm the general community of the school counselling program and services. | | | | | | |
| c) Plan, organize, and deliver workshops related to counsellor role and services. | | | | | | |
| d) Speak to appropriate community groups or at appropriate community functions about counsellor roles and services. | | | | | | |
| e) Prepare information packages for distribution to general public. | | | | | | |

MODULE 5C: REFERRALS

ON-JOB

The supervisor will monitor referral and follow-up procedures and techniques used on-the-job to ensure effective skill integration. Guidelines specific to the school should be provided to and discussed with the participants.

EXPECTED OUTCOMES:

| The particpant will be able to: | | | | | | |
|---|---|---|---|---|---|---|
| 1.2 k) Conduct follow-up on all referrals from parents or other staff members. | | | | | | |
| 4.1 c) Refer student questions appropriately to other staff members. | | | | | | |
| 7.3 Refer students, in consultation with principal and parents, to community resource worker or specialists. a) Determine, on the basis of counselling or referral from staff, when student needs the service of another resource person. | | | | | | |
| b) Determine which resource might best meet the need of the student. | | | | | | |
| c) Discuss the matter with the principal to obtain advice and approval. | | | | | | |
| d) Discuss the need for referral with parents/ guardians. | | | | | | |
| e) Obtain parental/guardian consent in accordance with school policy. | | | | | | |
| f) Discuss the matter with the student. | | | | | | |
| g) Refer the student to the resource, making contacts and arrangements, as appropriate. | | | | | | |

MODULE 5C: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 7.3 h) Provide resource with relevant background information. | | | | | | |
| i) Conduct follow-up as appropriate. | | | | | | |
| j) Record the referral and follow-up in student file. | | | | | | |
| 7.4 Assist teachers in making and documenting appropriate referrals to school system specialists or resource persons. | | | | | | |
| a) Discuss with teachers the need for referrals. | | | | | | |
| b) Discuss with parents/guardians the need for referrals. | | | | | | |
| c) Obtain parental/guardian consent in accordance with school policy. | | | | | | |
| d) Support teachers in ensuring that referral meeting takes place. | | | | | | |
| e) Support teachers, as required, in referral process. | | | | | | |
| f) Conduct referral follow-up with teachers, parents, students as appropriate. | | | | | | |
| g) Inform teachers of assessment, special learning disability, or behavioral problem, as indicated by specialist. | | | | | | |
| h) Inform teachers of follow-up needs as recommended by specialist. | | | | | | |
| i) Keep accurate, up to date records of referrals, and of students progress, as part of follow-up. | | | | | | |

MODULE 5C: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 8.2 Provide liaison and referral services for community members to the school. | | | | | | |
| a) Assist by answering questions from community members about the school. | | | | | | |
| b) Refer questions to appropriate staff or school committee. | | | | | | |
| c) Follow-up concerns to ensure they dealt with or resolved. | | | | | | |
| d) Encourage community members to attend school functions. | | | | | | |

MODULE 5D: INFORMATION RECORDING

ON-JOB

The supervisor will review with the participant relevant forms, their purpose and use, and procedures for form processing. Assistance and supervision will be provided to the participant to facilitate skill development in the determination and objective recording of pertinent data for informational or documentation purposes.

EXPECTED OUTCOMES:

| The participant will be able to: | | | | | | |
|---|---|---|---|---|---|---|
| 1.2 d) Collect pertinent data and background information prior to meetings with parents staff and students. | | | | | | |
| j) Summarize pertinent student-related information from meetings for inclusion in student file. | | | | | | |
| 9.1 b) Complete required forms accurately. | | | | | | |
| c) Forward completed froms as required. | | | | | | |
| d) Summarize and record student-related information obtained from meetings with parents, students, teachers, and administrative staff. | | | | | | |
| e) Summarize and record counselling sessions. | | | | | | |
| f) Record referrals and follow-ups. | | | | | | |
| g) Document concerns or situations, where possible, with facts and reported or observable behaviors. | | | | | | |
| h) Differentiate between facts and opinions, observations and interpretations. | | | | | | |
| i) Keep records up to date. | | | | | | |

## MODULE 6: GROUP DYNAMICS AND LEADERSHIP SKILLS

### ON-JOB

The supervisor will assist the participant in the promotion and establishment of student group work within the school, to meet a variety of needs and purposes. Supervision and feedback should be provided to the participant so he/she can continuously develop and integrate group leadership skills into job performance. Skill mastery will depend very much upon the available opportunities for experience, practice, and constructive criticism.

EXPECTED OUTCOMES:

| The participant will be able to: | | | | | | |
|---|---|---|---|---|---|---|
| 1.1 f) Participate effectively in staff meetings by performing a variety of task and maintenance functions. | | | | | | |
| 1.2 e) Lead meetings when appropriate or required. | | | | | | |
| 1.7 d) Arrange to meet with students on a group basis, as appropriate to purpose or special interests. | | | | | | |
| 4.1 Work with student, on an ongoing basis and, in particular, at the elementary levels, to clarify the purpose of schooling and its relevance to future lifestyle.<br>a) Discuss with students their values and beliefs regarding the school system. | | | | | | |
| b) Provide clarification and promote discussion of student questions. | | | | | | |
| d) Promote discussion of students' feelings about school. | | | | | | |
| e) Assist students to make connections between present learning and future as an adult. | | | | | | |

MODULE 6: CONT'D

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4.5 | c) | Discuss with students, individually and in groups, their beliefs, values, opinions and feelings about community, social, and student-related problems or concerns. | | | | | |
| | d) | Discuss with students, individually and in groups, the effects of peer pressures, alternatives to social problem behaviors, positive coping behaviors, and preventative measure options. | | | | | |
| 5.2 | e) | Conduct group information or discussion sessions, as appropriate, for specific purposes (eg. to orient students to and promote use of career resources library). | | | | | |
| 5.3 | a) | Conduct group sessions and exercises that will help students identify their skills, abilities, interests, aptitudes, aspirations, values, lifestyle preferences, strengths, weaknesses, personal limitations, and potential. | | | | | |

MODULE 7A: COUNSELLING SKILLS

ON-JOB

As the participant gains increasing opportunity to practise counselling skills on-the-job, competence levels will increase. Opportunity should be provided for the participant to tape and receive feedback on counselling sessions. While every attempt should be made by the supervisor to facilitate the integration of skills and knowledge, it must be remembered that counselling skill mastery is a gradual process achieved only with experience.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 4.2 | In consultation with teachers and parents, work with students who have been absent frequently or for a prolonged period. | | | | | | |
| | a) Accept referrals from teachers or administrative staff. | | | | | | |
| | b) Obtain background information and attendance data. | | | | | | |
| | c) Discuss with teachers their concerns about the student and absenteeism. | | | | | | |
| | d) Discuss with students and parents/guardians the absenteeism, reasons for it, possible consequences and effects. | | | | | | |
| | e) Develop a plan of action for working with the student, in consultation with staff, parents/guardians, student. | | | | | | |
| 4.6 | e) Work with student to ease transfer. | | | | | | |
| | f) Provide liaison services, if required or appropriate, to students whose parents reside in a different community, or to parents whose children are students in another school. | | | | | | |

MODULE 7A: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 6.4 Use counselling skills appropriately in conducting session. | | | | | | |
| d) Use counselling skills appropriately (empathy, respect, genuiness, warmth, concreteness, self-disclosure, confrontation, immediacy). | | | | | | |
| e) Assist student to explore and understand self, problems, concern, situation. | | | | | | |
| f) Assess comfort level of student and make appropriate changes. | | | | | | |
| g) Respond facilitatively to silence and resistance. | | | | | | |
| h) Direct session so expectations of counsellor and client are met. | | | | | | |
| 6.5 Use problem solving skills in counselling. | | | | | | |
| a) Help student to clarify and state concerns. | | | | | | |
| b) Gather information about situation. | | | | | | |
| c) Identify additional problems or issues. | | | | | | |
| d) Help student priorize concerns. | | | | | | |
| e) Develop with student specific short and long term goals. | | | | | | |
| f) Assist student to examine alternatives. | | | | | | |
| g) Help student make own decisions or plan of action. | | | | | | |
| h) Evaluate with student the appropriateness of the decision or action, or progress made. | | | | | | |
| i) Help student develop problem-solving skills. | | | | | | |

MODULE 7A: CONT'D

| 6.6 Complete session and plan for follow-up. | | | | | | |
|---|---|---|---|---|---|---|
| a) Summarize and review issues and progress. | | | | | | |
| b) Discuss with student, if appropriate, the need to involve parents, teachers, or other individuals. | | | | | | |
| c) Obtain student consent, if appropriate, to involve others, so as not to breach trust or confidentiality. | | | | | | |
| d) Discuss steps or action agreed upon. | | | | | | |
| e) Obtain student commitment to action plan. | | | | | | |
| f) Set time frame for action. | | | | | | |
| g) Encourage student in a way that will facilitate action on his own. | | | | | | |
| h) Set time and place for next session. | | | | | | |
| i) Terminate on positive note if possible. | | | | | | |
| j) Record relevant information and action planned in student file. | | | | | | |

MODULE 7A CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 6.7 Conduct appropriate follow-up. | | | | | | |
| a) Arrange for student supports. | | | | | | |
| b) Maintain contact with student as appropriate. | | | | | | |
| c) Involve teachers, administration, parents as appropriate. | | | | | | |
| d) Arrange for referrals, if appropriate, in accordance with referral guidelines. | | | | | | |
| e) Take other steps as agreed upon with the student. | | | | | | |
| 6.8 Terminate the counselling relationship appropriately. | | | | | | |
| a) Use sense of timing in terminating the counselling relationship. | | | | | | |
| b) Terminate relationship gradually when appropriate. | | | | | | |
| c) Help student deal with feelings (eg. denial, anger, sadness, fun, etc.). | | | | | | |
| d) Reassure students that they can return for counselling, if needed, at a later date, or drop in just to talk at any time. | | | | | | |
| e) Summarize file recording appropriately. | | | | | | |
| f) Maintain informal contact with student. | | | | | | |

MODULE 7B: CAREER COUNSELLING SKILLS

ON JOB

The supervisor will assist the particpant to develop a career education and counselling service in the schools, and to establish avenues for working with teachers, students, and parents in this regard. As with other counselling, attempts to facilitate integration of skill and knowledge into task performance must take into consideration the fact that mastery will be realized only after significant experience in the field.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 5.2 i) Encourage, where possible, opportunities in the community for on-the-job experience. | | | | | | |
| 5.3 Assist students to realistically examine and assess their own characteristics, potential, and limitations in relation to career planning and as appropriate to various grade levels. | | | | | | |
| b) Assist students to identify environmental and practical opportunities and limitations (eg. geographical, financial, family support, length of required educational preparation, etc.). | | | | | | |
| c) Assist students to make connections between their own characteristics, potential and limitations and specific occupational demands or choices. | | | | | | |

MODULE 7B: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 5.4 Counsel students to make realistic career or occupational choices, as appropriate to various grade levels.<br>a) Help students to identify alternatives. | | | | | | |
| b) Examine, with students, the various alternatives including advantages, disadvantages, consequences, requirements. | | | | | | |
| c) Help students make realistic decisions concerning careers or employment. | | | | | | |
| d) Encourage students to set realistic short and long term career and educational goals. | | | | | | |
| e) Help students make appropriate plans. | | | | | | |
| f) Assist students to re-evaluate choices and change plans as the need arises. | | | | | | |
| g) Conduct group sessions to help students learn the decision-making process. | | | | | | |

MODULE 7B: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 5.5 In co-operation with teachers, counsel students to make appropriate course choices. | | | | | | |
| a) Meet with teachers to discuss students' academic achievements. | | | | | | |
| b) Assess with students academic strengths and weaknesses. | | | | | | |
| c) Discuss with students their future career or occupational plans. | | | | | | |
| e) Assist students to set long and short term educational goals. | | | | | | |
| f) Counsel students to select appropriate options and courses. | | | | | | |
| 5.6 Encourage and support teachers' attempts to promote and integrate career education and job search skills into classroom learning. | | | | | | |
| a) Inform staff of career and job opportunities for students. | | | | | | |
| b) Encourage use of career resources library. | | | | | | |
| c) Assist staff to locate specific information. | | | | | | |
| d) Discuss with teachers (who have expressed an interest) ways in which career education and/or job search skills might be integrated into classroom. | | | | | | |

MODULE 8A: CHILD DEVELOPMENT

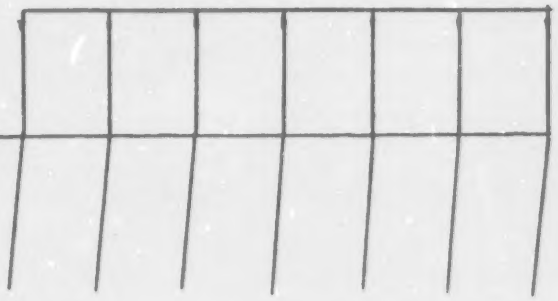
ON-JOB

Job training does not include a component on child development specifically. Rather it is expected that the knowledge gained will be integrated into the job generally, and will result in improved overall competence and effectiveness.

EXPECTED OUTCOMES:

The participant will be able to:

1.7 g) Reinforce students positive behaviors.



NOTE: Additionally, knowledge of child development will impact on overall job performance and numerous tasks specified in other knowledge.

MODULE 8B: CULTURAL AWARENESS

ON-JOB

The development of sensitivity to cultural differences is integrated into the performance of almost all job functions and tasks. Furthermore, it is of crucial importance in the school and community in which the participant lives and works. The supervisor should provide assistance to the school counsellor in the promotion of opportunities to develop cultural awareness among all staff and students, particularly in the performance of tasks herein outlined.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 4.4 | Encourage and provide opportunities for students and teachers to learn about and understand cross-cultural differences and similarities. | | | | | |
| | d) Encourage the provision of native awareness workshops for staff. | | | | | |
| | e) Appropriately share knowledge of relevant resource people and materials with teachers. | | | | | |
| | f) Consult with teachers in situations where cultural differences or lifestyles may be affecting students' attendance, academic performance, or behavior. | | | | | |
| | g) Encourage students to discover their own cultural heritage both individually and through group sessions and activities (eg. role models, presentations, films, stories, legends, games, books, values clarification exercises, discussion of special or contemporary issues, etc.). | | | | | |
| | h) Discuss realities and lifestyle differences in rural and urban societies so that students will develop realistic expectations prior to leaving the community. | | | | | |

## MODULE 9A: ADOLESCENT PSYCHOLOGY

### ON-JOB

While no specific job training component is outlined for adolescent psychology, attempts should be made to integrate knowledge gained into overall job performance and, in particular, group work, counselling, and referrals.

MODULE 9B: JUVENILES AND THE LAW

ON-JOB

The supervisor will provide consultation and instruction to the participant to ensure that appropriate measures are taken and procedures followed in situations which involve legal implications.

MODULE 9C: ALCOHOL EDUCATION

ON-JOB

While no specific job training is outlined, knowledge of alcoholism is integral to several aspects of job performance. It is particularly applicable to working with the child or adolescent alcohol abuser, or to providing education and prevention student group sessions. The supervisor can assist to promote the delivery of such programs, in conjunction with appropriate communtiy resources.

## MODULE 9D: DRUG ABUSE

### ON-JOB

While no specific job component is outlined herein, knowledge of drug abuse is integral to many other modules. The supervisor should assist the participant to integrate the knowledge gained, in particular, into the provision of counselling and referral services, and the development of school education and prevention programs or group sessions.

MODULE 9E: FAMILY SYSTEMS AND DYNAMICS

ON-JOB

In addition to the tasks outlined below, integration of skills and knowledge is expected into overall job performance and, more specifically into any of the tasks that relate to home-school communication. The supervisor will provide consultation, guidelines, and support to the participant in his/her efforts to improve home-school relationships or to involve the family in helping the individual student, for both prevention and problem solving purposes.

EXPECTED OUTCOMES:

The particpant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 1.5 Promote and support parental or guardian involvement in their child's development and school-related matters.<br>h) Arrange for meetings, as appropriate, with parents/ guardians and their children to discuss concerns and promote two-way communication. | | | | | | |
| 4.1 f) Encourage parents/guardians to discuss with students the need for and value of education. | | | | | | |

MODULE 9E: CONT'D

| | | | | | | |
|---|---|---|---|---|---|---|
| 5.7 Assist parents or guardians to understand their child's abilities, interests, attitudes, and aspirations as related to career opportunities and educational planning. | | | | | | |
| a) Explain and interpret (eg. Cree language) to parents/guardians student academic records and progress. | | | | | | |
| b) Discuss with parents/guardians career opportunities for students. | | | | | | |
| c) Encourage parents/guardians to discuss with students the relationship of education to career opportunities and occupational options. | | | | | | |
| d) Arrange for meetings, as appropriate, with specific parents/guardians or with parents and students to discuss education and career-related plans or concerns. | | | | | | |

MODULE 10A: WRITING SKILLS

ON-JOB

The supervision will facilitate the integration of writing skills into task performance by reviewing with the participant appropriate forms of communication to use and formats to follow, by monitoring and providing feedback on written work.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 9.1 (i) | Prepare objective student reports for administration, as required, following ethical guidelines. | | | | | |
| 9.1 (j) | Prepare objective monthly reports for supervisor, maintaining confidentiality in accordance with ethical guidelines. | | | | | |
| 9.1 (k) | Prepare objective reports, as required for staff meetings, School Advisory Committee, or other purposes, following ethical guidelines. | | | | | |
| 9.1 (l) | Write letters that are clear and understandable. | | | | | |
| 9.1 (m) | Write clear complete sentences. | | | | | |
| 9.1 (n) | Write well organized paragraphs. | | | | | |
| 9.3 | Conduct follow-up on graduates as an occasional special project: | | | | | |
| 9.3 (a) | Gather information regarding graduate students. | | | | | |
| 9.3 (b) | Post positive findings for current students to see. | | | | | |
| 9.3 (c) | Discuss graduate success with current students. | | | | | |
| 9.3 (d) | Compile and record findings for administrative statistical records. | | | | | |

## MODULE 10B: COUNSELLING PRACTICUM

### ON-JOB

Job training will continue to attempt to integrate counselling skills into job performance, and increase levels of competency, in the same sense as Modules 7A and 7B. Therefore, no new learning outcomes are specified.

## MODULE 11A: COUNSELLING THEORIES

### ON-JOB

While there is no job component specifically designed for counselling theory, the knowledge gained is applicable to work with children, and adolescents. More specifically, it will facilitate job competence in counselling, group work, and helping the child in a family context.

MODULE 11B: CRISIS INTERVENTION AND COUNSELLING

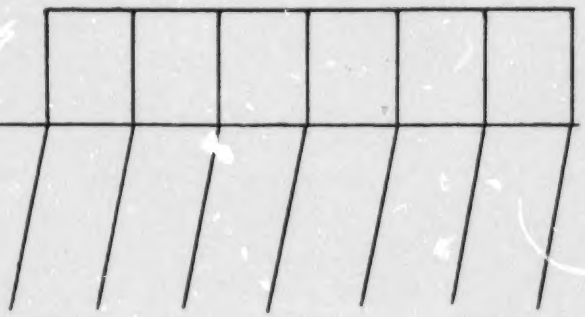
ON-JOB

The supervisor will assist, consult with, and provide direction and feedback to the participant in specific crisis situations, wherever possible, to facilitate the integration of knowledge and skills into the performance of the task herein outlined. Close supervision is essential until the participant gains skill mastery, confidence, knowledge of his/her own abilities and limitations in this field.

EXPECTED OUTCOMES:

The participant will be able to:

6.1 g) Provide crisis intervention and counselling as required.



MODULE 12B: SURVIVAL SKILLS

ON-JOB

The job component emphasizes the integration of knowledge and techniques of stress management into the participants' own work style and pattern (primarily for the purpose of preventing burnout and promoting mental health). The supervisor should discuss and assist the participant with implementation of measures to achieve this goal.

EXPECTED OUTCOMES:

The participant will be able to:

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.5 Recognize, assess, and manage stress effectively. | | | | | | |
| a) Identify positive and negative stress factors. | | | | | | |
| b) Identify methods of handling own stress. | | | | | | |
| c) Identify causes of stress in own work situation. | | | | | | |
| d) Identify causes of stress in own lifestyle. | | | | | | |
| e) Use methods of relaxation or stress reduction. | | | | | | |
| f) Develop alternative methods of coping with stress. | | | | | | |
| g) Create and use support network on the job. | | | | | | |

## ON-THE-JOB LEARNING OBJECTIVES

(1) Trainees during their first week back home will practice objective observation for a period of 15 minutes on a family member under the age of 6, mail this in for evaluation, and after having received feedback, will practice objective observation on one child (kindergarten or nursery school age) in the classroom on a least two consecutive occassions.

(2) Trainees will begin to set up a filing system regarding:
a. community resources related to youth
b. native studies
c. external agency resource persons

(3) Trainees will read 30 minutes daily, an article and complete a related written assignment.

(4) Trainees will take 30 minutes daily to record significant learnings and events which have occurred in their role as school counsellor-in-training.

(5) Trainees will at least once during the on-the-job interval contact each member of their training support group.

(6) Trainees will arrange a minimum of 2 formal interviews with 2 teachers/per week to share information regarding their role as school counsellors-in-training.

(7) Trainees with the assistance of their supervisor will arrange to assist one teacher in their classroom one half day per week beginning October 7 and ending the last week of school in December. As a result trainees will be able to identify behaviour of children in that age group and begin to understand the classroom environment from both the teachers and student point of view.

(8) Trainees will gather information to begin to plan future counselling programs:
- by informally meeting with students during the school day outside of the classroom setting.

(9) - By informal contact with teachers in the staff room at recess approximately 60% of the time.

(10) - By attending staff meetings and inservice training.

NEW CAREERS PROGRAM

TRAINING-ON-THE-JOB EVALUATION

PROJECT:
TRAINEE:
PROJECT CO-ORDINATOR:
DATE:
MODULE: ORIENTATION TO ON-THE-JOB TRAINING

LEVELS OF EVALUATION:
- inc - incomplete assignments
- c - completed assignments
- x.w.- extra work taken on
- c - comments

WORKPLACE ENVIRONMENT: ie;
- OS - private office space
- OSP - office space placement in school
- F - facilities - ie. phone, filing cabinets, display space, space for informal discussion, furniture, etc...

ON-THE-JOB LEARNING OBJECTIVES: #1 - 10 (Explanation list attached)

# 1 - Objective observation assignment
# 2 - Filing system of resources
# 3 - Reading and written assignment
# 4 - Journal writing
# 5 - Contact with journal group
# 6 - Interviews with teachers
# 7 - Classroom work, ½ day per week
# 8 - Informal contacts with students
# 9 - Informal contacts with teachers
#10 - Staff meetings and inservices

FOLLOW UP REQUESTS: ie. questions, concerns of trainees or supervisors re. any job issues, regular meetings with principals

| O.T.J.L.O. # 1-10 | INC | C | COMMENTS | WORKPLACE ENVIRONMENT OS - P - F | FOLLOW-UP REQUESTS |
|---|---|---|---|---|---|
| # 1 | | | | | |
| # 2 | | | | | |
| # 3 | | | | | |
| # 4 | | | | | |
| # 5 | | | | | |
| # 6 | | | | | |
| # 7 | | | | | |
| # 8 | | | | | |
| # 9 | | | | | |
| #10 | | | | | |



EXTRA WORK

NEW CAREERS PROGRAM

TRAINING-ON-THE-JOB EVALUATION

PROJECT:
SCHOOL COUNSELLOR:
SUPERVISOR:
DATE:
MODULE: INTERPERSONAL COMMUNICATIONS

1. The first day at school set a meeting time with your supervisor to share your learnings and activities at this workshop. Your journal writings course manuel, and schedule should be helpful in this task. Be well organized in presenting this information.

2. Share with your principal your need to schedule 1/2 to 1 day per week on-the-job study time to cover your upgrading materials. Ask for assistance in obtaining help on a regular basis with your upgrading work.

3. Starting in the 2nd week of January conduct 2 interviews per week until the next workshop with individual students using the outobiographical interview sheet handout. Vary the age and grade level of the students if possible.

   Tape the interviews explaning to the students why you are doing so. Listen to each tape at least once for you ability in paraphrasing and perception checking.

   The 1st week in February share with your supervisor the tape in which you feel you have most effectively listened to the student and helped the student share their interests and activities.

4. Borrow one film from the Department of Education Library related to Counselling. Write a brief report as to whether it is a useful film for school counsellors. Why? Who would you use this film with (parents, students, staff, other counsellors?) What were the 5 main points made in this film?

   Borrow this film through your principal or librarian as you need to have Department of Education Library number.

   Arrange to have a staff person show you the proper use of a 16 m.m. film projector.

5. With the help of your librarian, select a book which suggests activities that would be helpful in making children feel good about themselves (improve self concept). This book could be either from your school library or the Department of Educaiton Library. Read the book. In writing explain how you would use 2 of these activities with an individual or group.

   Left handed teaching
   loo ways to develop self concept

6. Arrange visits with your supervisor.

7. Continue Journal Writing and Reading times each day except when you do upgrading.

8. Visit with staff in staff room at recess time at least 1/2 of the time.

9. Xerox this list and give a copy to your supervisor the 1st day back at school.

10. Type your resource persons chart and give your supervisor a copy.

If you have any questions, do give Jaye or Doreen a call.

## ON-THE-JOB TASKS

Do one or more taped interviews each week during the interviews practice effective communication skills by paying attention to the following skills:

- non-verbal cues
- minimal encouragers
- open and closed questions
- paraphrasing
- perception checking (mirroring)
- verbal tracking
- summarization

Write out a summary of each interview for your personal files. This work will be checked during the monitor visits. The interviews should be done with students of various age and grade levels.

Set up a filing system to organize all the information, booklets, forms that were gathered during this workshop. The files will include sections on:

- high school programs
- post secondary programs
- student aid
- application forms
- Choices program
- Frontier Collegiate
- home placement

You have received many resource materials during this workshop. It is important to organize them. Either have a rubber stamp made (COUNSELLING OFFICE) or typed labels and mark the front cover of leaflets or booklets. Your librarian could likely help you purchase a stamp.

When you have your materials organized let the staff of your school know that you have begun to establish a career resource centre so that they may make use of it if they wish. Do this at a staff meeting.

For books you could put a borrowers card and library pocket inside the front cover so that when books are borrowed you will have a record of who has borrowed them.

For pamphlets you could just write down the title and the name and date of the person who borrowed it in a special booklet.

Use your 1/2 hour reading time per day to become more familiar with the resource materials that you are taking home.

Complete the 2 assignments for Bernie Neufeld and mail from your community by March 19th.



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Continue to keep up such tasks, as:

daily journal writings
a log of daily activities
contact with members of your journal group
1/2 to one day per week for G.E.D. upgrading work
set up an appointment with your supervisor

When you return to share the learnings from this workshop. Plan this in some organized way and discuss the tasks to be done on-the-job, as well as, regular meetings to plan how to make use of new learnings (with students or teachers or parents).

# NEW CAREERS PROGRAM

## ON-THE-JOB EVALUATION

PROJECT: SCHOOL COUNSELLOR'S PROJECT

SCHOOL COUNSELLOR: _____

PROJECT CO-ORDINATOR: DOREEN BEAUPRE

CO-ORDINATOR VISIT MADE BY: _____

DATE: _____ MODULE: _____

### PURPOSE OF EVALUATION

The evaluation is one part of the Competency Based Education Plan. It is designed for on-the-job training.

1. It is a tool that clearly describes the competencies that are to be performed on-the-job;
2. It is a tool to document the level of competency achieved by the trainee and to identify the competencies where additional learning and skill development is required;
3. It is a tool to provide feedback to the worker.

The suggested method for utilization of the on-the-job evaluation is at a conference attended by the School counsellor, the on-the-job supervisor, and the New Careers Co-ordinator.

### Levels of Evaluation

| | | |
|---|---|---|
| 0. | INCOMPLETE | - trainee was asked to do task but has not done it or handed it in. |
| 1. | INTRODUCTORY | - performs task with constant supervison and some assistance. |
| 2. | PARTIAL COMPLETION | - performs task partially: requires periodic supervision and/or assistance. |
| 3. | SATISFACTORY | - performs task without any assistance and/or supervision. |
| 4. | ADVANCED | - performs task with more than acceptable speed and quality and with initiative and adaptability to special problem situations. |
| N/A. | Not APPLICABLE | - trainee has not had an opportunity (or is not required) to perform this task on the job. |

| | |
|---|---|
| NA - | 2 - |
| 0 - | 3 - |
| 1 - | 4 - |

PLEASE ELABORATE ON:

a) any competency (knowledge or skill) that needs development
b) attitude of school counsellor
c) school counsellor's relationship with co-workers
d) training needs you identify
e) other comments you might have

SUPERVISOR'S COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

SUPERVISOR'S SIGNATURE

SCHOOL COUNSELLOR'S COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

DATE SCHOOL COUNSELLORS SIGNATURE

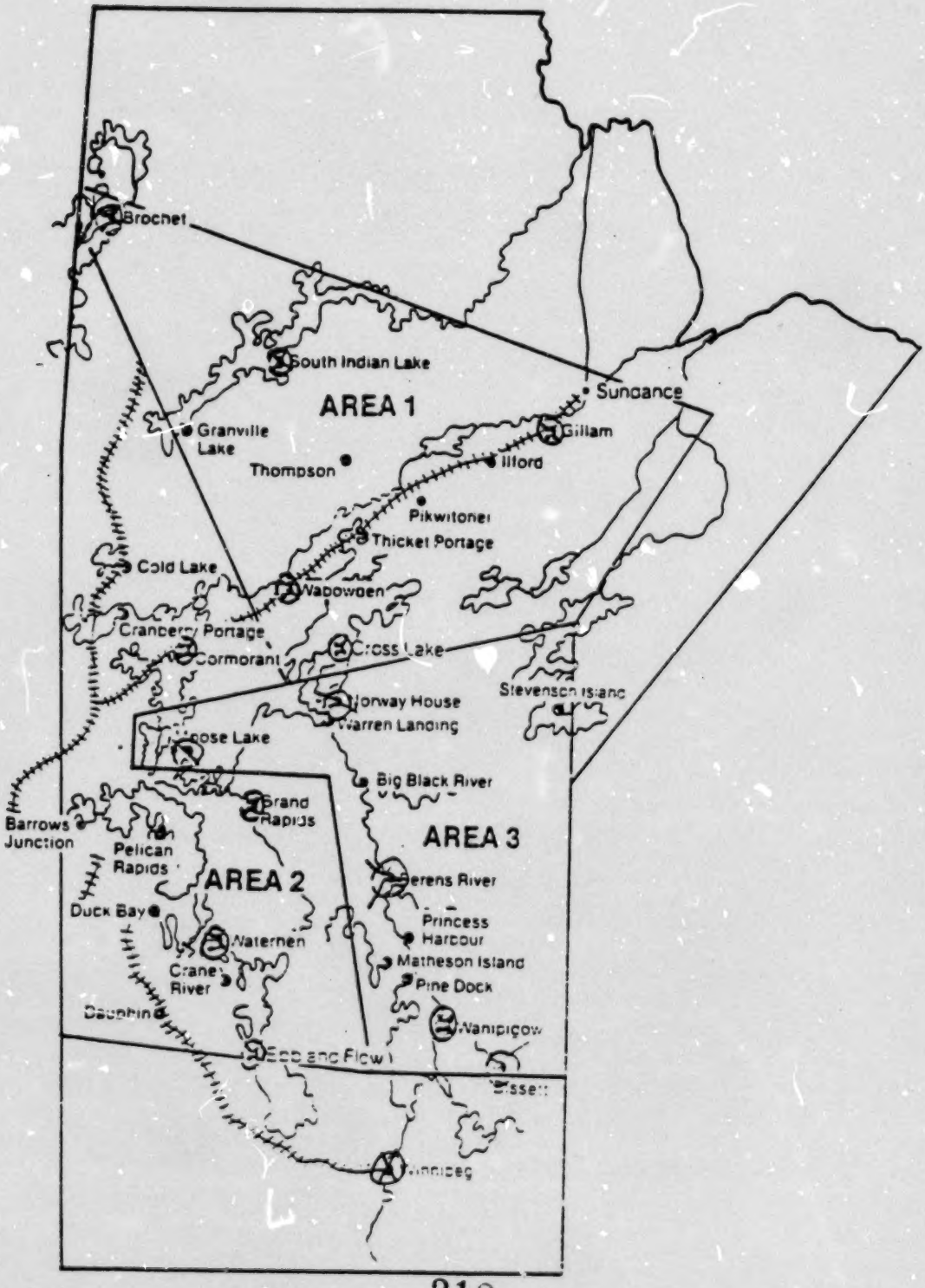
_____

CO-CRDINATOR'S SIGNATURE

# FRONTIER SCHOOL DIVISION SCHOOL COUNSELLORS

| School Counsellor | Supervisor | Location |
|---|---|---|
| CYRENNE, Donna | Gary Stillmack | Gillam |
| MERASTY, Gary | Bryce Knulson | Brochet |
| DYSART, Hilda | Arnold Dysart | South Indian Lake |
| MCLEOD, Cathy | Jim Graham | Wabowden |
| MCIVOR, Marlene | Orest Dykun | Cross Lake |
| LAVALLEE, Ernest | Dolores Samatte | Cormorant |
| FLEURY, Lorna | Aileen Huss | Waterhen |
| ROSS, Florence | Allen Havard | Ebb & Flow |
| MOUSSEAU, Stanley | Allen Havard | Ebb & Flow |
| JENSEN, Rose | Patricia Weese | Grand Rapids |
| DISBORWE, Earl | Raymond Beaumont | Berens River |
| SINCLAIR, Denalda | Clarence Bender | Moose Lake |
| MCLEOD, Barb | Sr. Claude Paulin | Norway House |
| ARTHURSON, Bill | Dan Reagan | Norway House |
| MCLEOD, Bill | Ruby Beardy | Norway House |
| PEEBLES, Clarence | Marie Ryan | Wanipigow |
| PRYSTYPO, Carrie | Bernie Neufelt | Wpg. F.S.D. |
| LAVALLEE, Denise | Coleen Weibel | Wpg. F.S.D. |

# LOCATION OF SCHOOL COUNSELLORS



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Frontier
School Division No. 48
1402 Notre Dame Avenue
Winnipeg, Manitoba
R3E 3G5

Mr. J. L. Handley, Official Trustee
and Superintendent

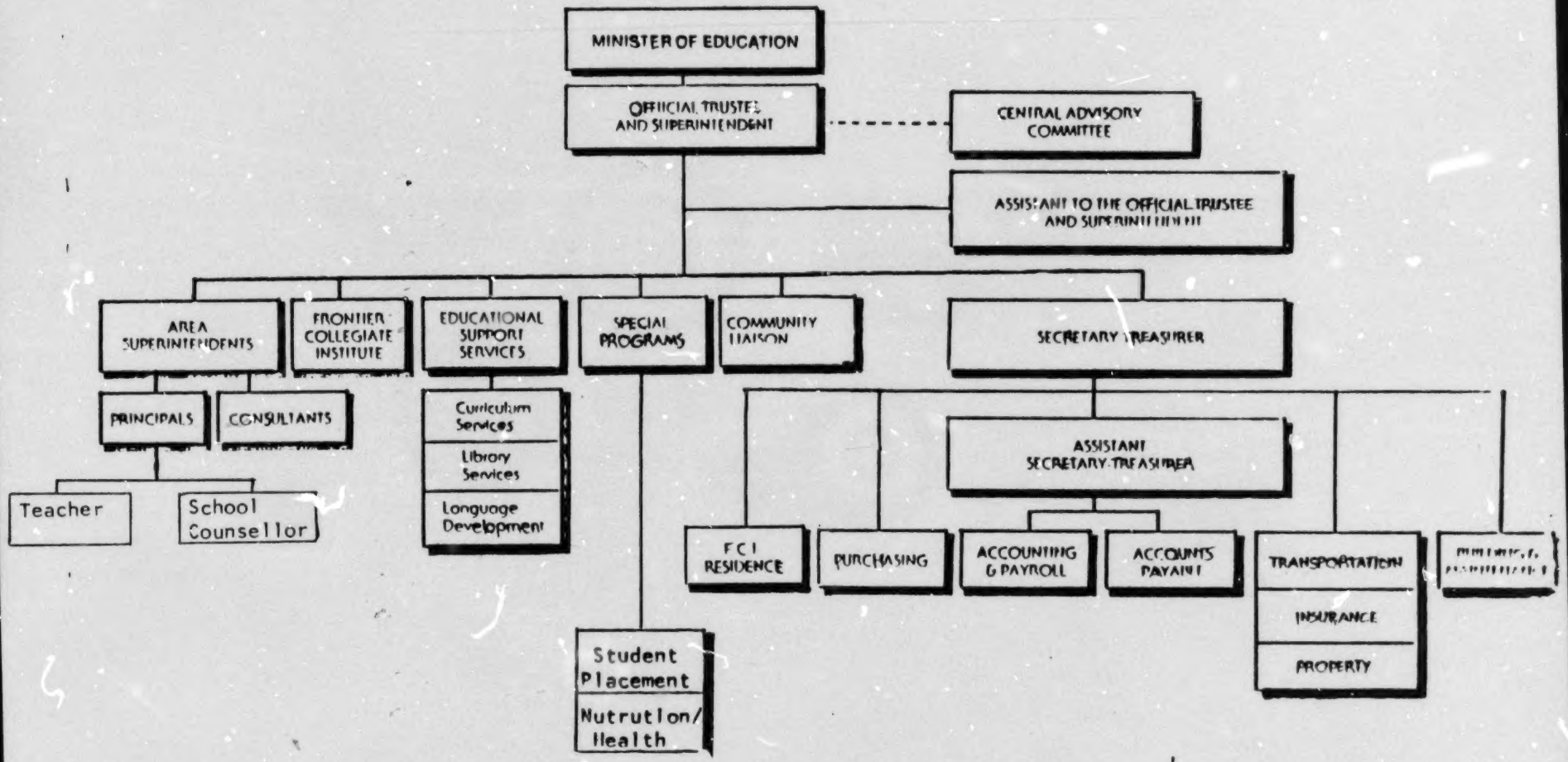
Mr. Cam Giovanni, Area Supervisor

Mr. Dan Reagan, Area Supervisor

Mr. David Yeo, Area Supervisor

# FRONTIER SCHOOL DIVISION NO. 48

# ORGANIZATIONAL CHART



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## NEW CAREERS MANAGEMENT STAFF

Mr. Orval Refvik, Director

Mr. Peter Dubienski, Senior Project Co-Ordinator

Mr. John MacKenzie, Co-ordinator Education

## NEW CAREERS SCHOOL COUNSELLOR PROJECT STAFF

Ms. Doreen Beaupre, Project Co-ordinator

Ms. Jaye Castleden, Trainer

Ms. Sheila Carnegie, Training Plan Consultant

New Careers Program
Department of Employment Services
and Economic Security
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Winnipeg, Manitoba
R3B 1N3

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